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ABSTRACT

The future of the United States hinges on its ability to educate a globally competent citizenry. This report showcases internationalization at eight colleges and universities selected to participate in "Promising Practices," a project organized and administered by the American Council on Education (Washington, DC), with funding from the Carnegie Corporation of New York. The Promising Practices project was created to contribute to and advance the national dialogue on internationalization on U.S. campuses, specifically as it relates to undergraduate learning. Ultimately, 57 institutions submitted applications for the project (16 research institutions, 15 comprehensive institutions, 18 liberal arts institutions, and 8 community colleges). Eight colleges and universities were selected for participation, two from each of the four institutional types: Appalachian State University (Boone, North Carolina), Arcadia University (Glenside, Pennsylvania), Binghamton University (Binghamton, New York), Dickinson College (Carlisle, Pennsylvania), Indiana University (Bloomington, Indiana), Kapi'olani Community College (Honolulu, Hawaii), Missouri Southern State College (Joplin, Missouri), and Tidewater Community College (Virginia). Project work began immediately following the selection and continued for the next 18 months. Activity highlights included: inaugural, mid-project, and wrap-up workshops; campus visits; and international self-assessment site visits. Viewed together, the case studies represent a composite of internationalization writ large. These institutions are at the forefront of the international education movement. Each has made internationalization a centerpiece of its educational mission and committed significant time, energy, and resources to its advancement. An appendix lists the Promising Practices Project teams. (BT)

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Promising Practices:

Spotlighting Excellence in Comprehensive Internationalization

Edited by David Engberg and Madeleine F. Green

Funded by the Carnegie Corporation of New York

SO 034 505

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Foreword

As the world becomes more connected, it is vital that colleges and universities prepare graduates who are proficient in foreign languages, aware of different peoples and cultures, and literate in issues of common global concern. Stated simply, America's future hinges on its ability to educate a globally competent citizenry.

The impulse for global learning is not new. Learning about the world, especially as it relates to improving the country's strategic advantage, became an important national security concern following World War II. The federal government responded with funding that created a series of area studies centers and subsidized scholarly exchange, Title VI of the National Defense Education Act and Fulbright-Hays, respectively. Later, in the 1960s and '70s, exchange opportunities organized and operated on campuses expanded, as did conversations about equity and power. Since the 1990s, exchange opportunities have increased further still, with U.S. students traveling abroad in ever greater numbers and similar growth occurring in the number of international students arriving on U.S. campuses for graduate and undergraduate training. At the same time, a small but growing number of institutions began to value international learning as a central feature of their educational responsibilities, incorporating it into their mission statements, dedicating resources, and reconfiguring their curricula to make it available to all students. These institutions are tomorrow's vanguard. They have seen the future and are responding to it in comprehensive, intentional, and integrative ways. For them, higher education's founding mandate to produce well-informed and thoughtful citizens has creatively merged with contemporary realities.

The American Council on Education, with support from the Carnegie Corporation of New York, is pleased to present this report detailing the experiences of eight colleges and universities that are leading the internationalization movement. Their internationalization experience and challenges foreshadow the important changes underway or planned at higher education institutions elsewhere.

David Ward
President, American Council on Education
July 2002

Introduction

David Engberg

This report showcases internationalization at the eight U.S. colleges and universities selected to participate in *Promising Practices: Spotlighting Excellence in Comprehensive Internationalization*, a project organized and administered by the American Council on Education (ACE), with funding from The Carnegie Corporation of New York. The Promising Practices project was created to contribute to and advance the national dialogue on internationalization on U.S. campuses, specifically as it relates to undergraduate learning. Its twin objectives were to spotlight institutions that have adopted a comprehensive approach to internationalizing undergraduate education, and develop an international self-assessment instrument for use by other colleges and universities looking to catalog and advance their international offerings. (See "Internationalizing the Campus: A User's Guide" [fall 2002], a companion ACE document, for information about international self-assessment procedures and processes.)

Project Overview

Oversight for the two-year Promising Practices project (May 2000 to September 2002) was provided by the Center for Institutional and International Initiatives, a program, policy, and research arm of ACE dedicated to institutional change and leadership activities. In the summer of 2000, ACE announced a call for applications asking interested institutions to describe internationalization on their campus, relative to the following criteria:

- A history of significant achievements in internationalizing the undergraduate experience.
- A clear public commitment to internationalization as a major theme of the institutional agenda.
- A range of international programs designed to provide coherent academic options for students throughout the institution.
- Strong support, including commitment of significant institutional funds and human resources to the internationalization process, from the president, chief academic officer, and other essential policy makers on campus.
- Recognition of the importance of faculty's international contributions reflected in institutional policies and practices.
- Significant student participation in international programs and activities.
- A commitment to designate a project team, led by a senior administrator, to work on the overall project and carry out the internationalization self-audit.

The Promising Practices project was created to contribute to and advance the national dialogue on internationalization on U.S. campuses, specifically as it relates to undergraduate learning.

To encourage a broad response, various higher education associations, international education scholars, and ACE member presidents were asked to nominate institutions they knew to be internationalization leaders. Officials at nominated institutions were then asked to submit an application. The request for proposals also was broadcast to member institutions through e-mail lists, newsletters, announcements at meetings, and on the ACE web site.

Ultimately, 57 institutions submitted applications for the project (16 research institutions, 15 comprehensive institutions, 18 liberal arts institutions, and eight community colleges). Their submissions were then evaluated by teams of international education experts, and by ACE staff. Eight colleges and universities were selected for participation, two each from the four institutional types:

- Appalachian State University (NC)
- Arcadia University (PA)
- Binghamton University (NY)
- Dickinson College (PA)
- Indiana University, Bloomington
- Kapi'olani Community College (HI)
- Missouri Southern State College
- Tidewater Community College (VA)

Project work began immediately following the institutions' selection and continued for the next 18 months. Activity highlights included:

- *Inaugural, mid-project, and wrap-up workshops.* Held in Washington, DC, the workshops brought together self-selected, two- to five-member project teams from each institution to discuss internationalization; profile each campus's international education activities; discuss challenges, rewards, and strategies for conducting a self-assessment; and share insights on refining and developing the self-assessment instrument.
- *Campus visits.* Prior to the self-assessments, ACE staff visited each campus to clarify project goals and answer questions about the organization and process of self-assessment.
- *International self-assessment site visits.* Once each institution had completed an international self-assessment and produced a self-assessment report, three-person review teams (two ACE staff and one international education expert) again visited each campus to discuss internationalization with students, faculty, administrators, and staff; corroborate report findings; and offer advice to the institutions on furthering their internationalization agendas.

About This Report

This report was prepared with a broad audience in mind. To that end, the eight campus case studies that follow provide both a wide overview of each institution and specifics about key elements of internationalization. Each follows a common structural format: an institutional overview; sections on internationalization goals, organization, and funding support; an overview of all international programs and activities; sections describing internationalization efforts of which the institutions are especially proud; challenges to internationalization; and concluding comments on future plans.

To ensure an insider's view of each campus's activities and maximize accuracy in reporting, each of the case studies is authored by one or more representatives from the institutions profiled. When necessary, edits to the profiles have been made in the interest of consistent form and flow, but with an eye toward protecting each author's voice.

Viewed together, the case studies represent a composite of internationalization writ large. These institutions are at the forefront of the international education movement; each has made internationalization a centerpiece of its educational mission and committed significant time, energy, and resources to its advancement. With this in mind, it is notable that none of the institutions is content to rest on past accomplishments. Instead, each is actively working to strengthen international education further, creating new programs and better integrating and coordinating existing activities. As each of the profiles reports, much remains to be done.

This is also the case at ACE. With the close of the Promising Practices project, other projects and initiatives in support of international education continue, while still others are planned. Specifically, ACE's international advocacy efforts continue on three fronts: survey research to map internationalization and test public opinion regarding its importance; meetings and workshops that bring together campus leaders in support of international education; and additional "good practice" projects aimed at identifying innovative international work for a national audience. For more information about the Promising Practices project or ACE's other internationalization research, advocacy or project work, see www.acenet.edu/programs/international/current.cfm.

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Internationalizing Undergraduate Education: Challenges and Lessons of Success

Madeleine F. Green

It is now a truism that American college graduates will live and work in a world in which national borders are permeable; information and ideas flow at lightening speed; and communities and workplaces reflect a growing diversity of culture, languages, attitudes, and values. An undergraduate education–and especially a liberal education–must produce graduates who will be productive contributors to civic life both locally and globally and who understand that the fates of nations, individuals, and the planet are inextricably linked.

A committed minority of educators has long insisted that learning about the world and about the interrelationship among national, international, and global issues is indispensable to a high-quality education. But these ideas have hardly been central to the national educational debate and discussion of the past 25 years. Indeed, U.S. scientific, economic, and military might, along with the rise of English as a global language and the success of our higher education system–as well as its attractiveness to international students–have fueled the American tendency to believe that our own history, language, and culture are all that matter.

It's no wonder, then, that in the age of globalization after September 11, U.S. colleges and universities face an urgent and perplexing set of questions about how to educate students for this new world. We cannot claim to have the best system of higher education in the world unless our graduates can free themselves of ethnocentrism bred of ignorance and can navigate the difficult terrain of cultural complexity. As this chapter demonstrates, there is reason to hope that internationalization will become a central part of the U.S. reform agenda. But we have a long way to go–there are no quick fixes in the business of institutional change.

America's Historic Neglect

To the extent that national priorities are reflected in federal programs and spending, international education has been low on the list. Federal initiatives have been few, far between, and modestly funded. Combined federal spending under the largest such programs in the U.S. Departments of Education, State, and Defense is roughly $280 million, which amounts to less than 1 percent of federal discretionary expenditures for higher education. The Fulbright Program, initiated more than 50 years ago and the jewel in the crown of international education programs, operates with a modest $123 million budget, having experienced significant cuts in the last decade.

Much of the current federal support for international education grew out of the Cold War. The 1958 National Defense Education Act (NDEA), prompted by the

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This chapter is a modified version of an article by Madeleine F. Green that appeared in *Change* magazine in May/June 2002.

Soviet launching of Sputnik, created a substantial investment in developing area studies and language experts. The Department of Education's 1965 HEA-Title VI program, which provides the most significant support for higher education's production of language and area-studies experts, continues to be an important but modest initiative of $86.7 million; it is complemented by the Fulbright-Hays overseas program, a mere $11.8 million investment. Modest new Title VI initiatives were added over the ensuing decades and, in 1991, the creation of the National Security Education Program represented new federal energy directed toward international education. One of the few concrete investments from the elusive "peace dividend" that resulted from the end of the Cold War, the program supports study abroad for undergraduates, international and language study for graduate students, and institutional projects that emphasize languages and areas of the world critical to U.S. security. But its scale too is small: Since 1994, its first year of operation, its awards have never exceeded $7.4 million (in 2000 and 2001 they dropped to about $5.0 million), and the original trust fund of $150 million, reduced by Congress to approximately $38 million, continues to be spent down.

Although the higher education associations have used their bully pulpit over the last two decades, especially in the past five to seven years, to produce a spate of national reports, high-profile studies and pronouncements from policy makers have been sporadic, at best. Twenty years elapsed between two major events–the 1979 President's Commission on Foreign Language and International Studies and President Clinton's 1999 memorandum on international education. The 1979 Commission rang the alarm on a multitude of issues, including the dismal rate of language learning in high schools and colleges, as well as unmet government needs for a cadre of international experts.

Two decades later, in 1999, a memorandum from President Clinton on international education policy committed the federal government to supporting international education. It recommended that educators encourage international students to study in the United States; promote study abroad by U.S. students; support exchanges for faculty, students, and citizens; enhance programs at U.S. institutions that build international partnerships and expertise; expand foreign-language learning and knowledge of other cultures; support the preparation of teachers who can interpret other countries and cultures; and use technology to aid the spread of knowledge. The list is complete and admirable, but without any accompanying funding, its impact was limited. The Bush administration came into office with a strong commitment to K–12 education, but neither international education nor higher education figured prominently on its agenda. September 11 has not altered the administration's priorities in this area.

Public Support and Student Interest in Internationalization

Nevertheless, there is surprising public support for international education. Americans consider international learning and the acquisition of foreign-language skills important components of a college education. The findings of a recent national public opinion poll, as well as a poll of 500 college-bound high-school seniors (see Hayward and Siaya, 2001), indicate that Americans have more international experience and interest than one might guess:

- Fifty-five percent of the U.S. adult respondents and 62 percent of the high school seniors had traveled outside the United States.

- Level of education was the most important predictor of travel. More than 75 percent of the college graduates–over twice the proportion of people without a high-school diploma–had traveled outside the United States.
- More than half the adults surveyed thought that a knowledge of international issues would be important to their careers in 10 years; 90 percent thought it would be important to the careers of future generations.
- Eighty-five percent of the public thought that knowing a second language was important (compared to 65 percent in 1965). Three-quarters of the respondents favored making it a requirement in high school, and 70 percent thought it should be required in college.
- College education has a significant impact on international knowledge. Out of 15 questions, respondents with less than a high-school degree averaged fewer than five correct answers, high-school graduates averaged just under seven, and college graduates averaged nearly 10.

High-school students headed to four-year colleges had similarly positive attitudes toward international learning and interest in pursuing it while in college.

- Forty-eight percent wanted to study abroad.
- Eighty-five percent planned to participate in international courses or programs.
- Fifty-seven percent planned to study a foreign language in college.
- Eighty-three percent considered international education opportunities an important consideration in selecting a college.

Certainly, expressions of interest and intent do not necessarily translate into student choices or public demands. But this interest is noteworthy and should spur campuses to examine the barriers students face in acting on their interests in international learning.

The Campus Picture

Colleges and universities have an enormous task ahead of them if they are to internationalize their curricula and student experiences. Financial constraints, competing reform agendas, the absence of public and student insistence, and the paucity of government funding make the work all the more difficult. It is no wonder that progress has been slow. The data on campus internationalization are not encouraging:

Colleges and universities have an enormous task ahead of them if they are to internationalize their curricula and student experiences.

- Foreign-language enrollments as a percentage of higher education enrollments have declined from 16 percent in the 1960s to a current average of less than 8 percent.
- Only 6 percent of all language enrollments are in Asian languages, with less than 2 percent in Arabic and Hebrew combined.
- Only 3 percent of U.S. students study abroad before they graduate. The 143,590 who did so in 1999–2000 constituted less than 1 percent of post-secondary education enrollments.
- In the 1980s, only 14 percent of students took at least four credits of internationally focused coursework.
- The percentage of four-year institutions with language degree requirements for some students declined from 89 percent in 1965 to 68 percent in 1995.

A recent survey (results to be published in 2002) of more than 750 colleges and universities nationwide by the American Council on Education (ACE) suggests that the gap between national rhetoric and institutional policies and practices also is considerable. While around 75 percent of four-year institutions highlight their international education programs, activities, and opportunities in student recruitment literature, only four in 10 identify international education as one of the top five priorities in their strategic plans and only about one-third have formed a campuswide committee or task force to work solely on advancing campus internationalization efforts. Additionally, the survey revealed that only two out of five institutions required undergraduates to take courses focused on perspectives, issues, or events outside the United States as part of their general-education requirement. Queries about language requirements in four-year institutions–where they are more likely to be present than in community colleges–revealed that only 23 percent had a foreign-language entrance requirement, and 37 percent had a language requirement for all students in order to graduate. Especially disheartening was the finding that only 4 percent of the institutions surveyed maintain guidelines that specify international work or experience as a consideration in faculty promotion and tenure decisions.

Institutional Success Stories

Good intentions and piecemeal actions, while important, are not enough. Campuses interested in internationalization need to hear success stories that can serve both as models and as causes for optimism. The eight institutions involved in ACE's Promising Practices project offer such stories and provide a rich source of diverse experiences in comprehensively internationalizing the undergraduate experience. With different missions, student populations, funding levels, and institutional cultures, they have gone about the work of internationalization in different ways, but they have much in common that explains their successes, including these ingredients:

- An intentional, integrative, and comprehensive approach.
- Strong leadership at the top.
- Committed leadership throughout the institution.
- Widespread faculty engagement.
- A commitment to meeting student needs.
- An ethos of internationalization.
- Supportive structures and resources.

An Intentional, Integrative, and Comprehensive Approach

Colleges and universities are experienced at making changes at the margins, a phenomenon that describes the internationalization efforts to date at most institutions. But a more comprehensive approach to internationalization is needed. Such an approach is not simply a matter of adding a language requirement, introducing a global requirement into the general-education curriculum, or increasing the number of students going abroad (now a mere 3 percent of students nationally). Instead, each of these should be considered a piece of a larger whole. Comprehensive internationalization is a change that is both broad–affecting departments, schools, and activities across the institution–and deep, expressed in institutional culture, values, and policies and practices. It requires articulating explicit goals and developing coherent and mutually reinforcing strategies to reach them. A comprehensively internationalized campus has more than a series of courses or programs that promote international learning; it intentionally links those

components together to foster a learning environment and provide a set of experiences to as many students as possible.

Institutional and external factors shape any major change. Among the Promising Practices campuses, size and mission were important determinants of institutional approach. Smaller institutions are easier ships to turn, and interdisciplinarity often finds a more hospitable home there. It is not surprising, then, that liberal arts colleges have historically led the way in internationalization. Dickinson College illustrates this point. A traditional, residential, liberal arts institution of some 2,000 full-time students, Dickinson has been intensively expanding its internationalization efforts since the mid-1980s, and international awareness now permeates the student experience. Some 21 percent of the students majored in languages in academic year 2000, while 81 percent studied abroad. Global themes infuse the curriculum, and all majors in the humanities and social sciences require internationally focused courses, which each department inventories.

On the other hand, there is a certain amount of inertia associated with size, prestige, decentralization, and a high degree of faculty autonomy. As a medium-sized research institution, Binghamton University faced challenges in integrating internationalization across schools, departments, and research centers. Vigorous efforts to engage faculty in course redesign through a curriculum-development fund, placing international education's academic programming under the vice provost for undergraduate education, and a broad-based International Education Advisory Committee have helped focus the university's efforts and draw the threads together.

Indiana University (IU), with 37,000 students at the Bloomington campus (nearly three times the size of Binghamton), created a centralized administrative structure to coordinate internationalization that includes international services, overseas study, and international research and development. The chief international officer reports to the IU president and works with academic units across the campus. Additionally, a Title VI–funded Center for Global Education works with schools and faculty members across the campus to create academic programs such as the international studies minor.

Strong Leadership at the Top

Not coincidentally, the presidents and chief academic officers who lead these institutions are all ardent supporters and public champions of internationalization. Presidents and senior leaders have sent consistent and repeated messages to faculty, staff, students, and external stakeholders that internationalization is vital to the institution's academic vibrancy and that it is everyone's business. Sustained attention is essential; by the time they joined the project, most of the eight institutions had been working on internationalization for nearly a decade. And, while governing boards play different roles according to institutional type and tradition, their support over time also is essential.

At Missouri Southern State College, the president was the initial architect and champion of the effort to internationalize the campus, making the case to external groups (with their fair share of skeptics), mobilizing internal enthusiasm, widening the base of leadership, and launching activities and programs before the state appropriated monies to fuel campus internationalization. Arcadia University (formerly Beaver College) provides another case study in leadership. In 1985, Beaver College was experiencing financial and enrollment difficulties. With some 80 private colleges in the greater Philadelphia area, the institution was losing

Comprehensive internationalization is a change that is both broad—affecting departments, schools, and activities across the institution—and deep, expressed in institutional culture, values, and policies and practices.

the competition for students, resources, and reputation. While its Center for Education Abroad (CEA), founded in 1965, was successful and well known nationally for the breadth and quality of foreign study programs it made available to students from any institution, it functioned separately from the campus, and few Beaver students went abroad on its programs. Then a new president arrived, to whom internationalization presented an opportunity to build on the successes of CEA, bring a new dimension to the curriculum, energize the faculty, and establish a clear market niche. The appointment of a committed internationalist to direct CEA in 1993, the same year that a new mission statement was inaugurated to reflect Beaver College's commitment to internationalization, began a new relationship between the college and CEA. Since then, new programs, vastly increased study abroad opportunities, and a deliberate effort to infuse all aspects of the institution with an international dimension provide clear evidence that internationalization is now integral to Arcadia's identity.

The leadership challenge at research universities is somewhat different. Focusing the attention of decision makers is especially difficult given the scale, complexity, and culture of research universities. The principal strategies for leading change that are available to presidents and senior administrators at any institution are persuasion, exhortation, and rewards. All of those strategies may be required at a research university simply to focus campus attention on internationalization.

Indiana and Binghamton have met that leadership challenge. One of the outcomes of the strategic planning process initiated by IU's new system president in 1994 was a recommendation to strengthen international programs. A number of initiatives resulted, including new university funding for international curriculum development; centralizing access to the university's international resources and connecting them to community, government, and business; establishing international-studies summer institutes for high-school teachers and students; and improving contact with and programming for IU's international alumni. Similarly, in 1992, the first strategic plan set forth by Binghamton University's president established internationalization as an educational priority. A revision in 1995 elevated internationalization to one of three institutional priorities, setting out broad goals and clearly measurable objectives. The development of the university-wide International Education Advisory Committee in 1994 and the development of an international mission statement for Binghamton also set the course for future gains.

While the symbolism of presidential speeches and the inspiration of mission statements and strategic plans do not guarantee results, they are an important expression of institutional values and priorities and a crucial foundation for engaging the campus in building something new. Their seriousness of purpose must then be made real in the actions of leadership, whether through allocating or raising funds to support internationalization, removing barriers, or stepping aside to let faculty and staff take charge.

Committed Leadership Throughout the Institution

The commitment of presidents and senior leaders is necessary but insufficient to achieve major change. While enthusiasm for a given direction or initiative is rarely universal on any campus, widespread faculty and administrative leadership is essential to create institutional energy, provide legitimacy, and achieve broad participation.

At community colleges, the local focus often works against a larger international scope, and the high proportion of adjunct faculty pose challenges for leadership, as well as for curricular coherence and faculty development. The two community colleges in the project–Kapi'olani and Tidewater–were notable for their grassroots leadership of internationalization. At Kapi'olani Community College, the ongoing infusion of an Asia-Pacific dimension throughout the institution is coordinated by two faculty members who are granted release time for these responsibilities. Over the years, Kapi'olani has developed a group of advocates for the Asia-Pacific emphasis by rotating faculty members through these leadership positions, who then bring their commitment back to the teaching or administrative positions they return to in the college.

At Tidewater Community College, internationalization also has historically been the province of the faculty. There is no chief international officer. Instead, an International Education Committee, one of six standing governance committees, oversees international initiatives. This structure ensures faculty leadership for Tidewater's international agenda, but it also has its costs. Faculty serve on the committee for two-year terms and committee assignments add to the significant regular teaching duties.

Regardless of institutional type, chief international administrators often are vital leaders in the internationalization process. The international administrators at the participating institutions are highly respected and energetic, working across departments and schools. With the support of senior administrators, they have catalyzed the deans, department heads, and faculty to perform the important work of internationalization.

Widespread Faculty Engagement

Presidents can sign an infinite number of international agreements, but academic change is the domain of the faculty. And neither making international perspectives real nor infusing the curriculum with those perspectives is a given for U.S. faculty. The Carnegie Foundation's 14-nation study of the academic profession found that American faculty are far less committed to internationalism than their counterparts in other countries. Each of the eight participating campuses instilled that commitment by providing opportunities for faculty to travel in order to conduct research, meet with colleagues, or accompany students. Their successes make it clear that once faculty develop firsthand international experience, their interest and enthusiasm grow quickly. That investment pays off in faculty support for internationalization, in the enthusiasm they communicate to students, and in their own teaching and research.

The resources that institutions devote to supporting faculty's international engagement vary tremendously. Even by allocating very limited resources, several institutions have been able to increase the number of internationalists on their faculty until they have reached a critical mass. Unfortunately, budget tightening and the ever-present suspicion that international travel is a boondoggle makes this important investment

The commitment of presidents and senior leaders is necessary but insufficient to achieve major change.

vulnerable to cutbacks. But in every case, those who have been abroad to study, teach, or lead students have been transformed by the experience, especially if they had limited international experience beforehand. Appalachian State University boasts a strong tradition of faculty leading short-term study abroad programs during holiday periods and the summer. In addition to the student rapport, professional growth, and strengthening of scholarship that these experiences confer, faculty chaperones return to campus with a heightened appreciation for the value of international learning, often becoming vocal proponents for greater campus internationalization. Faculty who have led study abroad programs also are consistently among the elite group of educators selected each year for university awards recognizing teaching excellence.

Travel is not the only strategy to engage faculty in internationalization. Faculty grants to infuse international content into existing courses or to develop new ones with international focus are modest investments in curricular improvement. Most of the eight institutions offer such grants. Workshops for faculty, another common activity among the Promising Practices institutions, help with both pedagogy and international content. Dickinson provides language-immersion opportunities at one of its centers abroad for non-language faculty, who qualify by taking an intermediate language course before the session and upon returning to Dickinson.

Funding faculty development is always a challenge. Most institutions used a combination of external and institutional funding. Tidewater Community College has made securing external funds for international faculty development a high priority. With funding from federal and state sources, Tidewater has run study tours for faculty and held curriculum-development seminars focusing on different regions of the world. Since 1992, 44 faculty and staff members from 15 disciplines have worked or studied abroad with the help of international professional development funds. Additionally, 45 faculty have taken part in seminars focused on different world regions and have created teaching modules with the assistance of specialists on the region.

A Commitment to Meeting Student Needs

International education can be unfriendly to students. For example, language classes using the "drill and kill" method of instruction or that envision all students as prospective language and literature majors, rather than as travelers or professionals, are notorious deterrents to language study. Similarly, policies that make it impossible for students to graduate in four years if they study abroad or that restrict the portability of financial aid to these programs can discourage all but the most persistent students. The Promising Practices institutions have worked to meet student needs. Arcadia University, where many students are first-generation college students and have not traveled far from their local communities, whets students' appetites to study abroad with its highly popular London Preview program. For eight years, the program has provided an introduction to travel abroad to first-year students, who–for $245–can experience international travel. Arcadia considers its subsidy to be an investment. By introducing students to an international experience, it lets them discover that procuring a passport is easy; crossing the Atlantic is not something to fear; and maneuvering in a new city, culture, and country is possible. By sending faculty and staff (at no charge) to accompany the students, Arcadia is building interest and support for international activities across the campus. It continues its student-friendly approach by listing in the catalog how study-abroad programs can assist students in

each department in fulfilling requirements for any major.

Across the country, the growth in study abroad over the years has primarily been in shorter programs, namely, those lasting a semester, a summer, or even a few weeks. While there is wide agreement that the longer the experience, the greater the cultural immersion and therefore the learning, today's students are voting with their feet for shorter programs. At Indiana University, summer-program enrollments have increased by 124 percent since 1997 and the semester-long programs by 123 percent since 1989, while the yearlong program numbers have stagnated. A number of the institutions are building study-abroad components into regular courses, so that travel components of a few weeks are integral parts of the course. While such experiences are a far cry from spending a year in a foreign country speaking another language, they do provide some international exposure to students who might otherwise have none.

Kapi'olani Community College anchors its international focus, its so-called Asia-Pacific Emphasis, in the multicultural nature of its student body and by bringing the world to the campus. Of its 7,200 students, only 13 percent are Caucasian; the rest are primarily of Asian/Pacific origin. Nearly half the faculty participate in planning and programs related to the Asia-Pacific Emphasis, and 70 percent of courses offered include substantial Asia-Pacific content. The college's International Café provides a comfortable venue for students to congregate and learn from one another. Language exchange is one of its most popular features. Students can find native Japanese speakers to practice conversation, who in turn can find help with their ESL homework. Students give presentations on their culture and history at the café and make connections–and friends–there.

On many campuses, students who are interested in developing foreign-language proficiency but not in taking literature courses have few choices. Binghamton University's Languages Across the Curriculum program (LxC) has helped make language study meaningful. In LxC courses, student Language Resource Specialists lead study groups, assigning material in the target language and conducting discussions about the readings. Since 1991, between one and 10 courses each semester offer an LxC option, and some 2,800 students have participated.

An Ethos of Internationalization

The gap between institutional rhetoric on internationalization, as evidenced by mission statements and other institutional proclamations, and its realization in institutional practices, policies, and culture is striking on many campuses. It is no small task to weave into the institution's outlook a shared conviction that the campus and the world are inextricably linked. The project institutions have been deliberate in creating a culture that embodies their aspirations, one in which internationalization is lived rather than merely spoken about, and they wisely recognize the difficulty of this task. The change process is inevitably messy, not at all linear or predictable. The eight campuses have moved on multiple fronts, aligning deeds and words to build a culture of internationalization, for instance by promoting faculty engagement; providing faculty development resources; developing rich cultural opportunities on campus through lectures, film series, and festivals; promoting study abroad and international learning in freshman orientation and in the catalogue; and allocating resources where needed.

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Supportive Structures and Resources

The most frequently cited reason for inaction in higher education is lack of funding. Indeed, there is never enough money available for all the worthy innovations and enhancements institutions would like, and internationalization does make a claim on resources. Few of the institutions in the project had generous funding for their initiatives; most relied on reallocation of existing resources, frequently applying those funds incrementally and over time, and modest external funding. These funds went a long way in supporting good ideas and sound curriculum development.

External funding played an important role on the eight campuses. Kapi'olani and Tidewater have impressive lists of federal and state grants to support internationalization. Indiana and Binghamton attract significant external funding through grants and contracts. All the Promising Practices institutions engaged in private fund raising to support internationalization. Binghamton has an endowment fund to support study abroad and another to support students studying in Spanish-speaking countries. Dickinson began an endowment fund devoted to internationalization with a challenge grant from the National Endowment for the Humanities in 1985.

Some institutions increased their reach and capacity through partnerships with businesses. Public institutions also partnered with their states on trade, economic, and cultural development. Kapi'olani has recently established the Paul Honda International Center as a focal point for international and local students. Kapi'olani also supports local and international workforce development and training partnerships identified by the Hawaii Department of Business and Economic Development.

How Are We Doing?

Traditionally, colleges and universities have judged their accomplishments by measuring their inputs and resources—endowment per student, SAT scores of entering students, number of books in the library. A decade or more of attempting to move from assessing inputs to measuring outcomes has proven a very difficult undertaking. Similarly, the little assessment of internationalization that does occur is accomplished through a series of approximate and easily counted measures, such as the number of international students on campus, students studying abroad, or foreign-language enrollments. Such measures are silent on student learning and attitudes. While this "supply-side" approach to internationalization provides a starting point, institutions that are serious about its effect on students should be taking a close look at learning goals, course content, pedagogy, campus life, enrollment patterns, and institutional policies and practices to get a more complete picture of their successes.

The following questions, while by no means an exhaustive list, can direct a deeper assessment of institutional strategies and student learning outcomes. They are adapted from the self-assessment instrument developed in the Promising Practices project.

- Is global/international learning articulated as a goal of undergraduate education at your institution?
- To what extent has your institution developed learning goals associated with the global and international dimensions of undergraduate education? How do you assess student achievement of those goals?
- To what extent does your institution have a clear strategy to accomplish these goals? How does this strategy take into account your institution's mission, history, and student body?

- To what extent does your institution's general-education curriculum include global content, perspectives, and different ways of knowing? What is your evidence?
- To what extent do the academic departments attempt to internationalize the major? To what extent do they promote or impede study abroad for students? What is your evidence?
- How rich are the opportunities for students to take courses with an international/global focus? What do enrollment patterns in these courses tell you about student interest?
- Does your institution have a language requirement for admission? Why or why not? What do enrollment patterns in language courses reveal? What qualitative data do you have about language learning at your institution?
- How is internationalization manifested in the co-curriculum (e.g., international events, festivals, lectures, and films)? How many students typically attend these events?
- How does your institution review and evaluate the global dimensions of undergraduate education?
- How does your institution promote faculty engagement in internationalization? What barriers to their engagement exist? To what extent are you succeeding in removing them? What is your evidence?
- What opportunities exist in the local environment to enhance your internationalization efforts? To what extent has your institution taken advantage of them?
- What governance and administrative structures support internationalization? How well are they working?
- What financial resources does your institution provide for internationalization? What are the most important targets for further investment?
- What trends have emerged in recent years with respect to enrolling international students on your campus? Do you engage specific strategies to make their presence contribute to the internationalization of your institution? How well are they working?
- What linkages does your campus have with institutions in other countries? How well are they working?
- How would an undergraduate student on your campus know that your institution considers internationalization a priority and an institutional value?

Conclusion

While recent world events may focus attention and galvanize colleges and universities to become serious about international and global learning, even a crisis may not produce deep and enduring change. It is too early to say if U.S. higher education is on the cusp of a transformation, or if internationalization will continue to be a priority for only a few institutions. Many profound changes will have to occur if we are to make a major shift to greater interdisciplinarity, a focus on learning outcomes, and a higher level of engagement with the world. The piecemeal approach–a language requirement here, some study abroad there, and an internationally focused course or two in the general-education requirement–has not succeeded in deeply internationalizing U.S. higher education institutions or student learning. Colleges and universities owe it to their students and to the public to deliver in concrete and meaningful ways on their promise to prepare students for the global world.

It is too early to say if U.S. higher education is on the cusp of a transformation, or if internationalization will continue to be a priority for only a few institutions. Many profound changes will have to occur if we are to make a major shift to greater interdisciplinarity, a focus on learning outcomes, and a higher level of engagement with the world.

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Appalachian State University

Marvin Williamsen

Appalachian State University is located in Boone, North Carolina, in what's known as "high country" in the southern Appalachian mountains. The region is acclaimed as a popular travel and tourist location, especially for the spectacular golden vistas of the Blue Ridge Parkway in autumn.

Appalachian is a public, comprehensive, state-controlled, coeducational, and residential institution offering a wide choice of degree programs at the baccalaureate and master's levels, as well as the Ed.S. and Ed.D. degrees in educational leadership. Founded in 1899 as Watauga Academy, Appalachian has been a part of The University of North Carolina since 1971. Currently, Appalachian employs approximately 902 faculty and 1,023 staff. Fall 2001 enrollment totaled approximately 12,499 students, including a small but growing representation of international students participating in exchange programs or on campus in pursuit of graduate or undergraduate degrees.

Internationalization Goals

At the beginning of the 20th century, Appalachian defined its service community as the residents of the lost provinces in the remote and isolated southern highlands. At the beginning of the 21st century, Appalachian's service community stretches from Boone through Mexico and Costa Rica to Brazil, and on to Kyoto; from Shenyang to Vladikavkaz and on to multiple Central and Western European cities and towns. Appalachian takes as its mission the practice and propagation of scholarship.

The primary goal of international education at the university is to provide all students with a global perspective and in-depth intercultural understanding. International education is a foundation for student career development in the global environment in which they will practice their professions and live out their lives. Appalachian's objectives for international preparation are accomplished by steadily increasing the amount of course work that incorporates global perspectives, expanding the amount of co-curricular programming devoted to international topics, intensifying the global ethos of the campus, and increasing the availability of opportunities for education outside the United States. Education overseas is provided through international exchange programs lasting from one semester to an entire academic year, and study-abroad programs developed, organized, and led by Appalachian faculty during summer semesters or university holiday periods. Some classes feature short research and study trips to foreign locations during the semester, arranged to fit into crowded student schedules. Since 1991, 108 faculty from 29 academic departments have organized and led 211 study-abroad programs during summer semesters.

In Appalachian's second century, it intends to further develop an international ethos. In spite of impressive growth in the last four decades (student enrollment has quadrupled), the university continues to cherish its focus on student-centered learning. A strong sense of community distinguishes Appalachian from other schools of similar size and academic diversity. The quality of this learning community is apparent to external appraisers– *U.S. News & World Report* has selected the university as one of the South's outstanding and noteworthy institutions several times in recent years and, in September 2001, *Time* magazine chose Appalachian as one of the "Colleges of the Year," singling out for special note its innovative undergraduate programs for first-year students. Visiting international scholars and new international faculty provide an increasingly international intellectual presence. At the same time, the university is integrating international performance criteria into its standard cycles of strategic planning and annual performance reporting. For instance, individual faculty reports and each college report will include evaluations of specific international activity.

Organization and Coordination of Internationalization

The central international office at Appalachian has been in place since 1976. Its mission and responsibilities have increased commensurately with the growth of the university and the heightened awareness within the academic community (and the nation) of international education's importance. Centralization, however, is not intended to thwart or obstruct entrepreneurial developments within any university department, college, or unit.

The associate vice chancellor for international programs, Appalachian's central advocate for internationalization, supervises a full-time staff of six in the Office of International Programs (OIP) and reports directly to the provost/executive vice chancellor for academic affairs. The associate vice chancellor's primary duties include stimulating and orchestrating internationalization development across campus, acquiring funding for international programs and services, and regularly interacting and coordinating with deans and other associate vice chancellors on joint councils and committees to ensure that international education remains a high priority for the university. OIP's foreign student advisor is the university's sole visa officer. A coordinator for international student and scholar services assists the foreign student advisor in providing support services for international students, including airport transportation, housing arrangments, and academic and personal counseling. A director of student international exchange and study abroad administers all programs that move Appalachian students overseas for study at institutions in other countries, and a director of Appalachian overseas programs manages the credit-bearing programs abroad that are led by Appalachian faculty. OIP also provides essential staff support to the provost and chancellor.

With the campus's recognition over time of the importance of international education, OIP's mission has shifted toward enhancing the internationalization of the entire institution. Adapting to new professional demands and stringent budget realities has and continues to require careful planning and a judicious allocation of scarce resources. Enhancing internationalization priorities, therefore, has been an evolutionary accretion of missions and resources secured through the consensus of essential decision makers across the university.

Financial Support and Resource Allocation

Comprehensive internationalization at Appalachian requires the participation of all units–academic departments, colleges, the Office of Summer Sessions, and OIP. Many more departments also are involved, including all of the university's student support services that work with housing, financial aid, the health clinic, and the organizations that provide support for international students. Students' participation fee for study abroad helps pay for a managerial position in the international office, advertising and promotional costs, and an emergency reaction reserve fund.

To date, the university has been able to provide only modest scholarship aid for Appalachian students studying abroad: Each year, $10,000 in scholarships is available from the Appalachian State University Foundation. Faculty salaries for the short-term study-abroad programs during summer semesters are paid from student tuition revenue, assistance from the deans' offices of various colleges, and, occasionally, a portion of the program costs assessed to student participants.

Funding to support faculty international exchange programs is allocated from the state budget. These off-campus scholarly assignments support international professional development and research. Replacement salary is provided to academic departments, and OIP pays the travel costs.

International Dimensions of the Curriculum and Co-curriculum

Major degree programs at Appalachian in fields with an international focus include French, Spanish, and international economics. Major concentrations in interdisciplinary studies include Asian studies, East European and Russian studies, German studies, Latin American studies, Modern European studies, Third World studies, and sustainable development. A major in international business will be added to the curriculum by fall 2002. Minors with an international focus include French, German, Spanish, TESL/applied linguistics, international business, art history, Latin American studies, Asian studies, and Russian/East European studies. Concentrations in various departments include an international focus such as the European and non-Western concentrations in the history department and the international relations concentration in the political science department.

Another aspect of Appalachian's curriculum that encourages an international approach is the various foreign language requirements in certain degree programs. The Bachelor of Arts degree requires two years of foreign language study. Some, but not all, Bachelor of Science degree programs require foreign language competence at various specified levels. In 2004, entering students must have completed at least two years of a foreign language in secondary school. Every undergraduate must complete four courses designated as multicultural before graduation, and many of the more than 160 courses designated as multicultural have international content.

Appalachian has initiated a review of the core curriculum to further internationalization and guarantee the validity of its educational programs in an era of vast and sweeping change. To this end, a task force has been charged with sorting out institutional priorities and mandating change in accord with current local, national, and global education priorities. Reviewing the core curriculum is an important step. Through this process, departments and colleges are encouraged to add and strengthen international components of the curriculum by increasing international requirements, albeit often at the expense of existing requirements.

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Co-curricular Programs

Internationalization extends beyond academic courses in Appalachian classrooms. The transformation of the university must include other dimensions of student life. At Appalachian, the vice chancellor for student development funds a week of orientation for incoming international students, covering all food and housing costs, and assisted by volunteer American students who give up vacation and work time to support their international classmates. Other co-curriculum efforts include dedicating space within the residence halls for international students, in spite of heavy pressure on the Office of Residence Life from domestic students who request scarce residence hall accommodations. The most focused program provides an "international hall," where housing spaces are set aside for international students to room with selected domestic students who are interested in foreign cultures, have returned from study-abroad experiences, or want to develop their language skills.

Appalachian's Center for Student Involvement and Leadership supports the development of clubs and other student organizations with an international focus, including an Asian Students Association, and German, Chinese, and Spanish clubs. Other organizations share similar missions and support from campus offices, such as the International Friendship Association, organized by OIP, and the International Relations Association of the political science department. There are also a plethora of activity clubs that enroll international students, including the Aikido Club and the Tai Chi Chuan Club. The Student Program Office supports cultural activities such as the International Dinner, Chinese New Year celebration, and the Hispanic Day of the Dead, and the dean of the College of Business holds a formal annual luncheon in honor of all international business students. The Student Health Service supports a travel clinic to help students and faculty with medical advice and immunizations as a part of their international travel preparations. The Career Development Center has sent staff to Europe to establish internship sites. Conversely, staff from institutions in the United Kingdom and Costa Rica have traveled to Appalachian to do the same for their campuses.

Short-term Study Abroad

Appalachian's short-term study-abroad programs enjoyed healthy enrollment in the last five years (see Table 1, Short-term Study-abroad Program Enrollments, 1997–2000). Short-term programs, that is, those lasting three months or less, are led by Appalachian faculty from every academic college and school. Since 1991, 108 faculty have developed, organized, and led 211 short-term study-abroad programs for Appalachian students, principally during summer semesters. Typically, more than 25 groups leave Appalachian each summer for education overseas. Short-term study-abroad programs provide an international threshold experience to the neophyte student. Upon return from foreign destinations, some students are motivated and feel adequately prepared to immediately start the planning process for a semester or year abroad.

TABLE 1:
Short-term Study-abroad Program Enrollments, 1997–2000

Year	Enrollments
1997	308
1998	320
1999	378
2000	326
2001	345

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Appalachian has ranked among the top ten institutions in its Carnegie category in each of the last seven years in the number of students it sends abroad. The number of students going abroad and the number of programs offered have steadily increased in recent years; all degree-granting colleges participate in a variety of programs, with new opportunities developing each year. These programs also accommodate an increasing number of students from other institutions.

The number of student participants enrolled in overseas programs can be directly linked to the size of a particular college. The College of Arts and Sciences provides the largest number of student participants, followed by the College of Business, the College of Fine and Applied Arts, the College of Education, and the School of Music. Appalachian's statistics over the past five years show that Appalachian students generally chose to participate in short-term overseas programs during their senior year (nearly 50 percent of participants). Women generally outnumber men by a considerable margin. About 25 percent of the programs focus on foreign language acquisition or offer a foreign language component. Students still favor programs offered in Europe (60 percent), even though this trend is declining, followed by Central America and the Caribbean (15 percent), Australia/New Zealand (12 percent), South America (7 percent), and Asia (6 percent). Appalachian hopes to add programs to Africa in the near future, although several previous attempts were cancelled as a result of political turmoil. The university has not been able to offer programs in the Middle East on a continuous level due to the political instability in that region.

Each year, Appalachian recognizes faculty achievements with teaching awards. Statistics show that Appalachian's short-term study-abroad program leaders are consistently among this elite group of faculty. They are the major proponents for study abroad on campus, as well as Appalachian's ambassadors abroad. Their international expertise and commitment to support international education on all levels within the university community is the key to Appalachian's successful short-term study-abroad programs and to substantive internationalization. Program leadership for these international education adventures requires a special commitment to student learning, international experience, and country-specific knowledge. For their part, the faculty gain professional experience, intense teaching encounters, and the certain knowledge that they have facilitated indelible, life-changing experiences for their students. They come to know and understand their students more deeply as a result of these usually five- to eight-week interactions.

Semester and Academic Year Abroad

The number of students who study abroad for a semester or a year has increased approximately fivefold since 1996, with a total of 85 students in academic year 2001–02. Students who seek a semester or year abroad come from a wide variety of academic majors. Students may participate in a rich set of opportunities for international exchange, a cost-effective method of gaining invaluable international experience. In addition, Appalachian participates in a variety of consortia that offer enrollment in universities in other countries. Appalachian students participate in the International Student Exchange Program and exchange programs offered by the University of North Carolina, which require a contribution of only the relatively low cost of Appalachian tuition and fees. Appalachian has joined with several other North Carolina universities to provide

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program opportunities in Spain. Other programs are available to Appalachian students in the United Kingdom, and in Australia through the Australearn consortium. As at other American universities, international internships also are on the rise and 15 to 20 Appalachian students embark on overseas internships each year. Pioneering efforts enable Appalachian students to work in Poland, Russia, France, Germany, and New Zealand, with additional foreign locations anticipated in the near future.

International Students and Scholars

For the past five years, Appalachian has enrolled 100 to 125 international students each academic year. A higher number typically enroll in the fall, when students from Appalachian's international exchange partner institutions arrive, many of whom remain at Appalachian for a single semester. About 80 percent of Appalachian's international students seek either undergraduate or graduate degrees. In recent years, the appearance of international scholars in Appalachian's classrooms and laboratories has steadily increased, primarily due to international faculty exchange. Foreign delegations come to develop or manage international partnerships. International scholars are on campus to lecture and perform collaborative research. Typically, four to eight scholars teach on campus each year. One recent exchange scholar, the honorable Wlodzimierz Cimoszewicz, is the past prime minister of Poland and currently serves as Poland's foreign minister.

Technology and Telecommunications

Modern communications technologies offer American universities unlimited potential for international collaboration unavailable a decade ago. Appalachian delivers German language courses by interactive video linkages to three other campuses within North Carolina. The College of Education's Public School Partnership is a network connecting Appalachian educators with superintendents and principals in eight counties within the university's service region. Programs include teacher development, grant writing cooperation, and shared information about a wide range of professional issues. The partnership has benefited international educators visiting North Carolina as a vital network for sharing international resources from the university to the public schools, and has served as a model for possible replication. Currently, two international courses are delivered online to graduate students by education professors in Boone, the Netherlands, and Poland. International students in the Netherlands and Poland are regular participants.

Internationalization Highlights

International Outreach to Area Schools

Most noteworthy among attempts to export international education to the surrounding region are two programs, the longstanding Model United Nations Assembly and an instructional program for K-12 students presented by international students and scholars. The Model United Nations Assembly has been convened for more than 20 consecutive years through the prodigious efforts of faculty within the departments of political science and criminal justice. More than 400 high school students come to Appalachian every year as participants, representing nations and cultures from across the globe. Student members of the International Relations Association represent Appalachian at the Model United Nations Assembly in New York each year.

The K-12 International Outreach Program is a project of the OIP that has received commendations from school teachers in three local counties. The project director presents briefings, free of charge, at local teacher workshops and professional development seminars.

Teachers may request programs about specific areas of the world focusing on music, current events, religion, performing arts, language, and other aspects of culture. Teachers also may request international visitors and recommendations on classroom content. If a visitor is requested, international students, and occasionally international scholars, are recruited, given advice about creating a multimedia presentation related to the requested project, and then directed to the teacher's classroom to make the presentation. A program that made six presentations its first year has grown to 100 presentations during the current semester alone.

New International Business Major

The College of Business has completed its design of a new major in international business. The new major will require 27 hours of foreign language study and a semester abroad in an international exchange program. The next stage of development will move Appalachian administrators and faculty to all foreign exchange sites to negotiate dual acceptance of curricular offerings for the major. This joint approval process by faculties at all cooperating institutions is critical, as it will allow students to move through the international business major in four years.

An Extensive International Network

Appalachian has an extensive international network of functional linkages overseas that now produces trusting, cooperative relationships with colleagues who guarantee the safe and effective operation of Appalachian's faculty and student exchange and collaboration programs. Appalachian can now count on support for all of its personnel while at foreign locations, as can Appalachian's counterparts for their people while in North Carolina. The succinct descriptions and glimpses of these relationships that appear in the narrative above only hint at the richness, variety, sustainability, and fecundity of Appalachian's network of foreign partners and its progress in internationalization.

Challenges to Internationalization

The three most pressing challenges facing internationalization at Appalachian State University are institutional orientation, financial support, and administrative leadership and coordination for expanded internationalization.

Appalachian's goals of becoming a premiere comprehensive university and a model learning community demand a new institutional orientation, and a broader vision and mission statement that places internationalization front and center in Appalachian's development. Appalachian must prepare its students to take on new responsibilities in a changing global society. International awareness, global experiences, and an appreciation of cultural diversity must be knitted into the fabric of Appalachian's educational mission. Expanded publicity, institutional self-study and planning, and administrative realignment mark important steps in this new direction. Reorienting university personnel, modifying and reforming curricular offerings, and providing sufficient institutional support to this new mission constitute a substantial challenge.

Developing adequate financial support for internationalization will be equally challenging. Financial support for study abroad, foreign student scholarships, faculty development, as well as for merit recognition and reward and to international programs on campus, will require additional resources. Preliminary steps have been taken in the past few years with the expansion of OIP and small funding increases for international study. The university is considering enhancing funding even further in

Appalachian has an extensive international network of functional linkages overseas that now produces trusting, cooperative relationships with colleagues who guarantee the safe and effective operation of Appalachian's faculty and student exchange and collaboration programs

the following ways: First, Appalachian could charge a $5 per semester fee for internationalization, similar to the existing athletics fee. This would produce $125,000 in additional revenue each year. Another option is establishing a special endowment fund for international programs within the Appalachian State University Foundation. Currently, economic recession and a series of fiscal disasters have struck the state of North Carolina, devastating many families and reducing state support and investment in higher education. If current economic conditions continue without abatement, returning to the modest achievements of the recent past may be all that is possible.

Finally, numerous administrative problems stem from the absence of universal commitment to internationalization at Appalachian. Many decisions require colleges, departments, and other administrative units to fit international programs into existing administrative structures designed for other purposes. A process of team building must be orchestrated to assure equal commitment to internationalization across departments and colleges. Curriculum reform efforts also are handicapped at every level by conflicting state, discipline, and accrediting agency standards, none of which place a high priority on international education. A degree of centralized authority and financial resources in OIP helps overcome many of the problems that arise from different administrative priorities, management procedures, and compensation systems. Greater centralization would bring additional benefits, making it easier to define internationalization at Appalachian, speak with one voice on development policies, appeal more forcefully for support, and more effectively recognize faculty contributions. More centralized administrative responsibility is essential for a clearer focus, stronger advocacy, better assessment, and more effective curricular and faculty development.

Next Steps for Internationalization at Appalachian State University

The international self-assessment conducted at Appalachian elicited widespread participation from faculty and administrative leaders, students, and select administrative staff, and created broad understanding of the pronounced strengths and successes of the institution's international development in recent years. The self-assessment also highlighted the need for future planning and institutional change. Action items flowing out of the self-assessment include the following:

- Internationalization must be more clearly and forcefully articulated in Appalachian's mission statement and in specific statements about immediate goals and objectives. These progressive movements will be achieved in concert with the university's Strategic Planning Commission, the representative committee overseeing the university's cyclical strategic planning process.
- International criteria must be added to considerations for new hires and for merit, promotion, and tenure decisions. This is the only path to adequately encourage those faculty who will lead the university into Appalachian's global future. Thus, the format for annual reports, completed by all faculty and various university offices, should be changed to reflect faculty, department, and college productivity in international domains.

- Appalachian will establish an international recruiting element within its enrollment services division, an essential infrastructure component to bring more international students to Boone. The institution will also establish a new international recruiting program that creates cooperative, joint ventures among enrollment services personnel, OIP, and faculty with international background, training, and skills.
- Endowed foundation accounts have to be established to support multifaceted international programs, including student scholarships, faculty rewards, and support for faculty professional training and development of an international nature. A portion of these new funds should support international research ventures.
- The Appalachian Learning Alliance, a novel organizational construct linking Appalachian to 10 regional community colleges, provides a new, unique opportunity for collaboration on international education. Internationalization should become a primary topic of institutional cooperation, especially to provide new opportunities for students at community colleges. These opportunities should include study-abroad programs as well as enhanced classroom instruction.
- The university should accentuate the success of internationalization committees in each college and school, led by the deans and comprising faculty advocates for internationalization. These organizations have proven their effectiveness and should become universal across campus. The committees develop schema for international development grandly conceived to provide faculty development, international mobility, curricular adaptation, and international programs for students.

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A process of team building must be orchestrated to assure equal commitment to internationalization across departments and colleges.

CAMPUS CASE STUDIES

Arcadia University

David C. Larsen

Located in Glenside, Pennsylvania, a suburb of Philadelphia, Arcadia University is an independent, comprehensive (Carnegie master's I) institution. Fall 2000 enrollments numbered 1,971 FTE students, including 1,396 undergraduates and 575 graduate students (see Table 1, Arcadia University Enrollments). These enrollments compare to approximately 1,325 FTE students–890 undergraduates and 435 graduate students–in the fall of 1990. As enrollments have increased by 50 percent during the past decade, entrance requirements have been strengthened; successful capital campaigns and building projects have resulted in the construction of seven new structures on the campus; and the number of faculty, programs, and degrees offered–and the size of the endowment–have all increased sharply.

In academic year 2000–01, the Arcadia University faculty was composed of 159 FTE members (85 full time and 186 part time). Three were non-U.S. citizens. Of full-time faculty members, 49 were tenured, 23 were tenure-track, and 13 were contractual employees. Fifty-seven percent of the full-time undergraduate students were residential. There were no residential graduate students. One hundred and one undergraduate students studied abroad.

TABLE 1:
Arcadia University Enrollments, Fall 2000

	Undergraduate	Graduate	Total
Full-time	1,266	195	1,461
Part-time	362	933	1,295
Total	1,628	1,128	2,756
FTE	1,396	575	1,971

Both the Arcadia undergraduate student population and the faculty members who teach them reflect the diversity of American society, especially as represented in contemporary metropolitan areas. In fall 2000, 15.3 percent of the total students enrolled were classified as persons of color. An additional 45 students (1.8 percent of total enrollment) were nonresident aliens (see Table 2, Percentage of Minority Representation Among Arcadia University Students and Faculty).

TABLE 2:
Percentage of Minority Representation Among Arcadia University Students and Faculty, Fall 2000

	Black/Non-Hispanic	Hispanic	Asian	Native American	Total Minority	Nonresident Aliens
Students	10.8	1.7	2.7	0.1	15.3	1.8
Faculty	5.5	1.8	3.3	0.0	10.6	1.1

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At the same time, the undergraduate student population was overwhelmingly female (75 percent). This is a reflection of the history of the university, which began as a female seminary in 1853 and essentially remained a single-sex college until 1973. The faculty is 57 percent female.

Arcadia University comprises three major divisions: the Beaver College of undergraduate studies; the College of Graduate and Professional Studies; and the Center for Education Abroad. The College of Undergraduate Studies offers the degrees of Bachelor of Arts, Bachelor of Science, and Bachelor of Fine Arts. Students can choose from among 30 majors and a corresponding number of concentrations within them. The College of Graduate and Professional Studies offers 12 discrete master's degrees and a doctorate in physical therapy. The Center for Education Abroad is not a degree-granting entity; it facilitates study at foreign universities, internships, clinical placements, and student teaching experiences overseas. It also organizes the annual London Preview Experience for Arcadia University first-year students.

Undergraduate tuition for the 2000–01 academic year was $17,830. As a private institution, Arcadia does not differentiate between resident and nonresident students in terms of tuition. The cost of room and board for the year was $7,740.

Arcadia University offers a full-range of financial aid, including merit awards, need-based aid, and loans. During the 2000–01 academic year, student aid consumed 36.4 percent of full-time undergraduate revenue. Ninety-six percent of the full-time undergraduate students received financial aid of some kind. Of those students, 81 percent received student loans (federal and private) and 94 percent received some type of institutional grant or scholarship aid, totaling $8,696,822. The average aid package (including work study and loans) for full-time, domestic undergraduates was $17,427, of which $7,253 was institutional grant or scholarship money.

Arcadia University's most obvious change during the past decade is the very recent (July 16, 2001) renaming of the institution which, throughout the 20th century, had been known as Beaver College. The most important change during the 1990s, however, has been the institution's development of, and emphasis upon, its international character. Arcadia University begins the 21st century committed to making internationalization its chief distinguishing characteristic.

Internationalization Goals

Adopted in 1993, a central goal of Arcadia University's mission statement is to "prepare students for life in a rapidly changing global society." Aligned with this goal, the mission statement further identifies an "understanding of integral relationships among people of the world" as a fundamental characteristic of its educational program.

In preparing for reaccreditation in 1999, Arcadia University identified internationalization as a key focus. A campus-wide task force assembled to address this focus identified the five following internationalization goals:

1. Increase the numbers of students of all categories who study abroad, by providing clearer curricular guidelines, pre- and post-trip counseling, expanded financial aid, and a greater number of options for such study.
2. Inculcate internationalism throughout the curriculum by providing faculty development, building international competence into hiring, promotion, and program approval decisions.

3. Create an international outlook among faculty and staff by enhancing exchange programs, establishing special forums, and appointing an administrator to oversee such efforts.
4. Create an international milieu on campus by increasing the recruitment of international students, providing these students with desirable housing and enhanced advising, strengthening the school's liaison with the American Language Academy, and continuing projects already begun to deploy international symbols around the campus.
5. Clarify and solidify the role of the Center for Education Abroad in the university's efforts at internationalization.

Arcadia University is currently working to achieve all of these objectives.

Organization and Coordination of Internationalization

At Arcadia University, internationalization is coordinated in a relatively centralized manner. The director of the Center for Education Abroad is also a university vice president with responsibility for international affairs (VPIA). In addition to all Center operations, the American Language Academy program reports to the VPIA who, in turn, reports to the university's president and the board of trustees.

The VPIA works closely with the provost, who oversees all academic activities on campus. Reporting to the provost are the dean of graduate and professional studies, the dean of undergraduate studies and faculty development, the associate dean for internationalization, and the director of international services. The VPIA and the provost sit with the other vice presidents on the executive council (the president's cabinet which meets regularly throughout the year). There they confer with the vice presidents for student affairs, enrollment management, finance, and development to discuss policy and coordinate international education and other university activities.

With the exception of the Center for Education Abroad, there is no support staffing for internationalization; the university's other administrators involved in international education activities rely solely on their own funding lines, and on student workers and volunteers from throughout the university community to assist with initiatives they can't accomplish themselves.

Financial Support and Resource Allocation

International activities at Arcadia University are funded from a variety of independently controlled budgets, making the precise determination of an inclusive figure difficult. Recent increases in the university's support of international activities, however, demonstrate the degree to which internationalization has become a major institutional commitment (see Table 3, Financial Support and Resource Allocation for Internationalization at Arcadia University, next page).

Arcadia University's operating budget is almost entirely dependent upon annual tuition income. Neither the university's modest endowment nor external sources contribute substantially to funding international activities. Over the years, the Center for Education Abroad has sometimes been able to commit small amounts of its discretionary income to support local campus internationalization initiatives.

As internationalization efforts advance, more funding will be needed. Although there has been a significant increase in the amount spent on financial aid for international students, for instance, there remains a considerable distance to go before the Arcadia funding available to them approaches the amount provided for domestic students.

A central goal of Arcadia University's mission statement is to "prepare students for life in a rapidly changing global society." Aligned with this goal, the mission statement further identifies an "understanding of integral relationships among people of the world" as a fundamental characteristic of its educational program.

TABLE 3:

Financial Support and Resource Allocation for Internationalization at Arcadia University

	Fiscal Allocations (in dollars)			
	1991–92	1994–95	1997–98	2000–01
Support for Faculty				
Faculty development grants	5,000	6,000	14,000	17,000
Vesting faculty	1,000	2,000	3,000	5,000
Faculty initiatives	2,000	5,000	26,000	30,000
Total support for faculty	**8,000**	**13,000**	**43,000**	**52,000**
Support for Students				
London Preview:				
—International staff time		9,000	12,000	16,000
—Domestic staff time		4,000	5,000	5,000
—Travel and accommodations (net of student fees)		88,000	144,000	175,000
Total London Preview		101,000	161,000	196,000
Financial aid:				
—International students studying at Arcadia	5,000	86,000	119,000	200,000
—Arcadia students studying internationally	8,000	77,000	175,000	362,000
Total financial aid	13,000	163,000	294,000	562,000
Office of International Services	20,000	47,000	57,000	65,000
International recruiting	1,000	7,000	8,000	12,000
Total support for students	**34,000**	**318,000**	**520,000**	**835,000**
Other Institutional Support				
Program development	3,000	7,000	15,000	20,000
Institutional support	2,000	4,000	7,000	10,000
Total other institutional support	**5,000**	**11,000**	**22,000**	**30,000**
Total Financial Support and Resource Allocation	**47,000**	**342,000**	**585,000**	**917,000**

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International Dimensions of the Curriculum and Co-curriculum

The most celebrated of Arcadia University's international markers is the London Preview Program. This program attracts attention to the institution as an internationalized site and sends a convincing message to all members of the community about Arcadia's international sincerity.

London Preview, held during spring break, is a one-week opportunity for Arcadia University first-year students. Students in good academic and disciplinary standing have the opportunity to visit this major world capital for only $245. The price includes air and ground transportation, hostel accommodation, ar ◆many scheduled activities. Participation has grown from 140 students in 1994 to 231 in 2001 (from about 50 percent to about 75 percent of the eligible students in these years). Thirty faculty and staff leaders accompany the group each year.

Students who take part in London Preview are exposed to an international experience; it lets them discover that procuring a passport is easy, crossing the Atlantic is not to be feared, and maneuvering–quite independently–in a new city, culture, and country is feasible. Students return from London understanding that study abroad (in any country) can be an incredible opportunity in which they can partake. Participation in this program also creates bonds between faculty and students. The large group of students is divided into smaller cohorts of about 18, each led by two group leaders. These groups meet two or three times before departure and often develop a camaraderie that lasts not only during the overseas program, but also throughout their four-year stay at Arcadia. Faculty and staff have commented on the collegiality that builds during Preview and continues long after it ends.

How does a small university make this happen for 300 members of its community each year? The program enjoys the president's support and is broadly and enthusiastically endorsed by the faculty. London Preview is a marketing tool for the university and motivates students to study abroad. The Center for Education Abroad's London staff arranges the logistics for the trip, including orientation, accommodations, local transportation, ticket purchases, out-of-London excursions, and guest speakers. The director of international services in Glenside coordinates the registration of student participants, faculty and staff selection, domestic ground and international air transportation, written orientation materials, leader training, preprogram orientation meetings, and a post-program debriefing.

In addition to London Preview, Arcadia University's first-year students are introduced to internationalism through participation in a required course: Justice and Multicultural Interpretations. This interdisciplinary course gives students strategies for identifying and exploring complex issues surrounding justice–a concept crucial to one's relationship to other individuals and the customs and values of other cultures. Students discover that ideas about justice are situated in historical and cultural contexts. They see, too, that arriving at reasoned belief about an issue, especially justice, must include consideration of moral and ethical questions. Texts include readings from literature, philosophy, psychology, and political science. The course also places an emphasis on developing students' ability to read insightfully, discuss logically, and write critically.

Beyond the freshman year, Arcadia University students are encouraged to become involved in international programs in many ways. There is a foreign-language

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requirement. The undergraduate catalog lists courses with an international focus and study-abroad opportunities as a component of each academic departmental description. Faculty in all departments are encouraged to view themselves and their disciplines as international in nature. Advisors remind students, each semester, that they can study abroad at a cost no greater than that of being a full-time student on the Glenside campus.

In addition, Arcadia University faculty members have developed a series of special courses that include short-term overseas components. These courses usually involve five or six weeks of seminars on campus, a two- or three-week overseas experience led by an instructor, and another four or five weeks of seminar meetings after the international experience. In recent years, the courses have taken groups ranging in size from six to 22 students to Austria, England, France, Greece, Mexico, and Russia.

One measure of progress toward internationalization is undergraduate participation in for-credit study-abroad experiences, which has increased from six students in 1991–92 to 152 students in 2000–01. At commencement in 2001, more than 21 percent of the university's graduating seniors counted credit earned abroad toward the completion of their degree requirements. It is unlikely that this number was as high as 3 percent a decade earlier.

The number of international students enrolled at Arcadia has increased dramatically during the past decade–their presence as a percentage of the undergraduate student body has increased by about 50 percent. In addition, the American Language Academy program on campus brings an additional 75–100 students from around the world to campus throughout the year for intensive English study. Although not the focus of this report, it should be noted that, in keeping with the activities already mentioned, graduate programs with significant overseas components also have been developed and implemented during this same time frame.

Many of the university's faculty members participate in scholarship with an international focus. Forty-one percent of those who replied to a survey in spring 2001 reported having significant international contacts or experiences. Fifty-six percent of those same respondents indicated that they are comfortable using another language in addition to English.

Internationalization Highlights

Internationalization efforts at Arcadia University are built on solid foundations. They take advantage of existing strengths and resources (such as the Center for Education Abroad) and use them as a basis for doing more (such as London Preview). Among Arcadia's interdisciplinary courses, the Bioko Biodiversity Preservation Project (a faculty exchange project) and collaborative teaching in China are examples of home-grown initiatives that have developed from the university's linking of external international expertise and faculty insights and ingenuity. There is an understanding throughout the university that identifying and building on existing links and contacts to further internationalization will be supported.

Many of the integrated aspects of Arcadia University's internationalization efforts deserve individual recognition. Among them are:

Opportunities for Enhancing International Understanding

These begin with the reading assignments given to incoming students before their first semester on campus, proceed through the first two years (including such features as London Preview and participation in the core curriculum), and continue–for juniors

and seniors–with encouragement to study overseas and become involved in internationally focused research and collaborative learning projects. The college curriculum encourages thinking about and discovering the core elements that make people from differing countries and other cultures distinct from one another and, at the same time, alike as fellow human beings.

During the past five years, Arcadia's efforts to implement this approach have resulted in the reinstatement of an undergraduate major in foreign languages and the development of an undergraduate program in international business. Consistent with its expectation that all Arcadians will contribute to internationalization, the university now asks applicants for faculty and administrative staff vacancies to identify their international experience and expertise.

Student and faculty exchange agreements also have been negotiated with two Korean universities. As a result, students travel each way for a semester or a year and faculty members conduct collaborative research (health administration) and seminars (fine arts) on each other's campuses. Additional collaborative teaching involves Arcadia University professors of mathematics and education and their counterparts at a partner institution in China. Classes covering similar syllabi will be offered to small groups of students on both campuses during the 2001-02 academic year. These classes will employ use of common, web-accessible materials. In May 2002, two Arcadia faculty and about a dozen student participants traveled to Shanghai to spend two weeks completing projects with class members there. Plans are in place to bring the Chinese students to Arcadia when this exercise is repeated in 2003. The Bioko Biodiversity Protection Program (http://www.bioko.org) is a final example of faculty exchange. It involves Arcadia faculty and the Universidad Nacional de Guinea Ecuatorial in a long-range program to protect wildlife, promote Bioko as a site for biodiversity research and education, and promote ecologically sound enterprises for the local people.

Growing Recognition as an Institution that Encourages Students to Learn About the World

The university's tagline, "Wisdom to grow on; worlds to explore," is a reminder of Arcadia's international connections to all who read about the institution anywhere. For the past three years, Arcadia has taken about a dozen high school counselors (selected via a drawing held during a campus visitation day) to London for one week the following summer. These individuals return with increased understanding of the importance of international education in the undergraduate curriculum and of Arcadia's special abilities to impart those lessons to its students.

The local community also is reminded of the uniquely international profile of Arcadia University through the World Scholarship Program. Each year, the program awards high-achieving graduating seniors from local area high schools with $1,000 certificates toward the expenses of any program offered by the Center for Education Abroad. In May 2001, 144 of these awards were made to young men and women from the top 5 percent of the graduating class in each of 72 area high schools. The recipients may use these awards at any time during the subsequent five years for any CEA academic year or summer program offering.

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Faculty Participation in International Education

Academic departments throughout the institution (psychology, business, physician's assistant, physical therapy, international peace and conflict resolution, fine arts, and education) have joined the effort to become internationally involved. Department representatives come to the planning process with good ideas, established international connections, and exciting research proposals. When individuals or small groups of faculty come forward with good ideas, Arcadia University has always tried to accommodate them. In the past five years, the university has made dozens of small grants at a modest total cost. Examples include provision for a professor of mathematics and computer science to receive modest research support while accompanying his wife on a Fulbright semester to Ghana; support for a ceramicist to participate in an international conference and exhibit in Hungary; travel costs for a professor of modern languages to look at potential linkage sites in Spain; and support for a professor in the health administration program during a three-month stay in Seoul, Korea, where she conducted research and developed research contacts in support of a ground-breaking study on lactation and breastfeeding practices. Frequently, these awards yield large rewards not only in terms of publishable research, but also in the currency of positive employee attitudes toward the university and an appreciation for its support of their creative efforts to contribute to internationalization. The institution is further enriched by the participants' enthusiasm about their teaching and research upon their return to campus.

Challenges to Internationalization

Arcadia University's size is a challenge to internationalization. Faculty are presented with many choices about activities in which to become involved. Naturally, they want to pursue those with the greatest assurance of payoff. At the present time, there is no formal recognition of or reward for faculty participation in international initiatives. Arcadia has recently begun a discussion about reviewing its promotion and tenure criteria with an eye toward recognizing significant international involvement.

There is sometimes a tendency (often a temptation) for Arcadia, an institution of modest size and limited resources, to try to do too many things at once. Central decision makers are aware of this danger and work together to ensure that available resources will be used in support of only those efforts that hold the most promise for success. It is important that support for Arcadia's internationalization efforts retain its place at the top of the institution's priority list.

At any tuition-dependent institution, the chief challenge is financial. As long as enrollments remain high, Arcadia University can progress. If a weakening economy, a change in the school's popularity, or declining enthusiasm for what the university offers were to cause enrollments to fall below projected targets, belt-tightening would be required throughout the institution. Arcadia University is determined to take advantage of its present position of relative success and stability to build for its future by aggressively seeking external funding to supplement its financing of numerous important priorities, including internationalization. In doing so, Arcadia intends to fix internationalization solidly at the core of its agenda so that it will survive any future financial challenges.

Next Steps for Internationalization at Arcadia University

The Arcadia University faculty is an increasingly internationalized community of scholars. It seeks international credentials in the form of both training and experience among new hires. As a result, the faculty is becoming a group naturally predisposed to international involvement. For example, when, in the early spring of 2001, the provost called for four volunteers to work on developing overseas international partnerships, 18 of the 85 full-time faculty members came forward.

Arcadia University started the 2001–02 academic year with a new dean of graduate and professional studies and a newly created position of associate dean for internationalization. Experienced administrators who are held in high regard by the university community and who are dedicated to the continuation of Arcadia University's internationalization efforts have been appointed to each of these positions. The university now has the rare opportunity to broaden support for international activities at all academic levels behind two experienced and respected scholars in new leadership positions.

Arcadia University began the academic year with full-time student enrollment at (or a bit above) capacity. The number of applications for undergraduate admission was higher than ever in the institution's history. The university believes this popularity to be a direct result of the recent name change. High enrollment presents Arcadia with the opportunity to grow in size and increase quality at the same time. The institution intends to seize this opportunity. Institutional growth should produce additional discretionary income that can contribute directly to additional internationalization opportunities.

The self-assessment of campus internationalization conducted under the auspices of the Promising Practices project was extraordinarily valuable for Arcadia University. It has given the university a structured opportunity to take a careful look at its progress over the past decade and has required that the campus community think about future directions. It also assured that conversations about internationalization can be held publicly and broadly throughout the university, and has instilled in everyone at Arcadia a sense of pride in the distinction of being recognized for the breadth of its international activities. Today, Arcadia goes forward prepared to confront a series of new challenges, and determined to build upon the university's diverse strengths and transform existing international opportunities into new realities.

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Binghamton University, State University of New York

H. Stephen Straight and Katharine C. Krebs

One of four doctoral institutions within the 64-campus State University of New York (SUNY) higher education system, Binghamton University (BU) enrolls approximately 13,000 students in programs leading to bachelor's, master's, and doctoral degrees. BU consists of five schools: the Harpur College of Arts and Sciences, the Decker School of Nursing, the School of Education and Human Development, the School of Management, and the Watson School of Engineering and Applied Sciences. Classified as a "highly selective public university" by the Higher Education Research Institute, BU enrolled 2,227 first-year undergraduates in fall 2001 with a combined average SAT score of 1215, 200 points above the national average; nearly all (90 percent) graduated in the upper fifth of their high school class. Of the university's approximately 500 full-time teaching faculty, 96 percent hold a Ph.D. or the appropriate terminal degree in their fields. Committed to the undergraduate liberal arts tradition as well as to graduate and professional education through the doctoral degree, this Doctoral/Research University-Extensive institution promotes creative and intellectual discovery and invention, and the development and adoption of educational practices that foster active student-centered learning.

Nearly 36 percent of BU's fall 2001 entrants identified themselves as non-Caucasian. Recent statistics show that English is not the first language of 20 percent of students; 44 percent report speaking another language in their home. BU's student diversity is a rich resource and provides learning opportunities that cross ethnic and cultural lines.

Internationalization Goals

Under the stewardship of BU's senior leadership, the 1990s witnessed dramatic growth in the number and range of international learning opportunities available to undergraduates. Before 1990, the university took pride in a strong curriculum in foreign languages and area studies, individual courses containing international topics, and high-quality, faculty-led study-abroad programs. No thought had been given, however, to how these efforts could be integrated for better results. In an effort to improve coherence in international programming, a planning council, appointed by the president and headed by the provost, modified the university's strategic plan in 1995 to include internationalization as one of three overarching institutional priorities. The result was a new campus-wide vision for internationalization and the establishment of a set of specific action objectives, the most important of which are to:

- Develop course offerings, research opportunities, and extracurricular programs that "prepare our students to be leaders with a global vision."

In an effort to improve coherence in international programming, a planning council, appointed by the president and headed by the provost, modified the university's strategic plan in 1995 to include internationalization as one of three overarching institutional priorities.

- Provide international experiences (including study and research abroad, field work, and internships) to students in every academic program, with the aim that 25 percent of graduates will have a significant international experience as part of their education.
- Provide opportunities for students to develop and increase their foreign language proficiency.
- Increase the number of international students on campus.

Organization and Coordination of Internationalization

Two offices, the Office of International Programs (OIP) and the Office of International Student and Scholar Services (ISSS), share responsibility for day-to-day international service activities. OIP, located in the Division of Academic Affairs, is responsible for study abroad, exchange partnerships, relations and agreement building with foreign institutions, and an academic certificate program in international studies. ISSS, a unit of the Division of Student Affairs, manages the programs and services that support international students and visiting international scholars and their dependents. The offices are co-located to promote coordination and resource sharing.

Beyond these offices, the coordination and leadership of international education also is a shared responsibility. The vice provost for undergraduate education supervises OIP and university-wide international academic programming. The vice provost for planning and budget oversees arts and festival events of an international nature. The vice provost and dean of the graduate school oversees the Fulbright scholars committee and advises graduate students regarding other funding sources for research abroad. And the associate vice president for student affairs supervises ISSS, BU's Multicultural Resource Center, and, through the Office of Campus Activities, all ethnic and cultural clubs.

An International Education Advisory Committee (IEAC), established by the provost with membership appointed by the faculty senate, coordinates other decision making and communication related to internationalization. An international mission statement written by the IEAC states that the university "aspires to provide its members with direct experiences of cultural differences and opportunities for intellectual development that will be valuable for professional and civic leadership in a world community." Since its inception in 1994, the IEAC has organized four faculty workshops on internationalization. The workshops, advertised across campus and designed to apply to all disciplines, brought facilitators to BU to lead conversations about international education. Discussion at the well-attended workshops focused on internationalization in the context of the university's education and research mission and strategies for its expansion.

Financial Support and Resource Allocation

Most internationalization at BU, including the activities of OIP, ISSS, and staffing for the international curricular programs, is funded from state budget allocations. The development in recent years of new "global interdependencies" courses within the university's required general education curriculum was supported by a special curriculum development fund, established by the provost and administered by the vice provost for undergraduate education. A series of external grants supported the original development of BU's innovative Languages Across the Curriculum (LxC) program. LxC's success brought full institutional funding commitment after the grants expired. External monies, generated

through fund raising, support the university's international arts festivals and a series of scholarships for study abroad: the Israel J. Rosefsky Scholarship Fund, an endowment supporting language and culture study abroad, yielded 168 scholarships between 1988 and 2002, valued at $223,000; the Marjorie B. Turnbull Spanish Language and Culture Program supports students studying in Spanish-speaking countries; and the Evelio Figueroa Memorial Scholarship provides special assistance to needy students who wish to study abroad.

BU's language departments offer several travel grants each year to cover international air fares for study abroad, and several exchange partner institutions provide scholarships for BU students in the form of reduced tuition or cost-of-living stipends. Students also have access to campus scholarships and all forms of New York state and federal financial aid for study abroad. While overseas, students are exempted from regular campus fees, paying standard SUNY tuition instead, as well as a study-abroad fee that supports program management expenses and subsidizes the daily operations of OIP.

International Dimensions of the Curriculum and Co-curriculum

BU's curriculum is rich with international learning opportunities, both required and elective. Inaugurated in 1996, the university's general education program requires that all undergraduates complete a global interdependencies course (G course) before graduating. Offered by virtually all departments and interdisciplinary units, G courses consider how various regions of the world influence and interact with each other. Six years after introducing G courses, data showed that enrollments were twice as high as could be explained by the requirement–the average BU student graduated with two G courses instead of one, an indication of significant student demand for and interest in international learning.

Two new curricular programs provide expanded opportunities for international learning. The International Studies Certificate Program (ISCP), begun in 1995, allows students to pursue international interests through a program of language study, cross-cultural subjects, an experiential learning requirement (met through study abroad or an internationally focused internship in the United States), and an independent-study capstone project. ISCP was designed to complement students' degree program requirements. It can be completed, in concert with a major, in four years of study. Students enrolled in the certificate program enjoy great flexibility in the range of international subject matter they can pursue. In consultation with an ISCP adviser, they select from a large pool of courses and experiential learning opportunities. LxC courses and courses taken during study abroad count toward the requirement, thus building mutually reinforcing connections. Because of its flexibility in programming, ISCP has enjoyed significant enrollment growth since its inception. On average, 100 students are enrolled in the program each semester.

Introduced in 2001, the Global Studies Integrated Curriculum (GSIC) focuses on global subject matter in historical and contemporary contexts and also has, as a primary goal, an emphasis on collaborative learning. A 40 credit "concentration," GSIC enrollees complete special introductory and capstone courses, study or use a language at the intermediate level or higher (accounting for 8 credits), and take 24 credits of approved elective courses from different disciplines. A study- or internship-abroad experience also counts

An International Education Advisory Committee (IEAC), established by the provost with membership appointed by the faculty senate, coordinates other decision making and communication related to internationalization.

toward the elective credits. The introductory and capstone courses each year focus on a different global studies theme, such as cities, the environment, trade and cultural exchange, people and technology, or human rights. GSIC courses are designed so that students work together in multidisciplinary teams to develop better understanding and cross-referenced learning of the theme.

The focus on international education has resulted in significant innovation and advancement in the professional schools. Recent developments include:

- The Decker School of Nursing has funded faculty attendance at international health care conferences and invited guest lecturers from abroad to contribute to a new curriculum design that values knowledge of culture, race, religion, and geography in order to foster understanding of the diverse populations for which nurses care. Decker also sponsors health care study tours in England, Scotland, Greece, and the Czech Republic.
- The School of Management created a global management concentration, established five new study-abroad programs that mesh with major requirements, and now gives study-abroad advising a high profile. The School of Management majors now rank fourth in study-abroad participation at BU.
- The School of Education and Human Development established a new course, Cross-cultural Perspectives, focusing on Puerto Rico and Senegal, that includes a two-week study/field work tour.
- The Watson School of Engineering and Applied Science has targeted several university exchange partners as particularly useful for study abroad, and has established paid, credit-bearing summer and semester internships in Germany and Hong Kong. A dual German-Engineering degree is now available, with an optional internship component, through the Technical University of Chemnitz and the Technical University of Dresden in Germany.

Within Harpur College of Arts and Sciences, area studies programs have a long history and currently include Africana studies, Asian and Asian American studies, Judaic studies, Latin American and Caribbean area studies, Medieval studies, Middle East and North African studies, and Russian and Eastern European studies. Students often combine these international programs with other liberal arts or preprofessional majors.

The university's significant language offerings further demonstrate a commitment to internationalization in the curriculum. Majors are offered in Arabic, Classical Greek and Latin, French, German, Hebrew, Italian, Latin, and Spanish, and minors are offered in all of these as well as Russian. Language courses from beginning through advanced levels are available every semester in Japanese, Korean, Mandarin, and Yiddish, and introductory instruction is offered in other languages as the demand or opportunity arises (recent examples include Portuguese, Swahili, Turkish, Vietnamese, and Yucatec Maya). The existing three-semester language requirement, which can be met by means of high-school language study, has recently been strengthened to require college-level language study at the third-semester level or higher.

BU excels in innovative language learning pedagogy. Established in 1991, LxC (Languages Across the Curriculum), a prize-winning and innovative foreign language program, provides students the opportunity to complete a portion of a course in a language other than English. To do this, special learning groups are organized, with content and discussion led by "language resource specialists," i.e., native speakers, usually BU international graduate students. Additionally, language faculty have developed special non-English modules in civilization courses taught in English to provide language students and "heritage learners" (students who grew up speaking both English and another language) with opportunities to develop their language skills while acquiring substantial content knowledge. Faculty also have created English modules within introductory language courses that allow beginning students to examine interactions between the United States and a foreign culture at a level beyond what their elementary skills in the language would allow.

BU's co-curriculum is also saturated with international activities. International arts festivals, offered every three years and focusing on different world regions or cultures, are popular with members of both the campus and the surrounding community. Each arts festival includes an array of music, dance, drama, visual arts exhibits, public readings of literary works, and lectures, and brings to campus visiting artists and scholars, who also spend significant time working with students in classes. In 1996, Scottish composer James MacMillan assisted student musicians in preparing performances of his compositions. Greek actress Lydia Koniordou directed a student/faculty production of *Electra* in 1999. The festivals also stimulate connections beyond the arts. For instance, parallel with the Greek festival, departments offered 14 courses with Greek subject matter; visiting nursing professors from the University of Athens lectured on ancient and contemporary Greek health care; and conversations were initiated that resulted in establishing a student exchange with the University of Athens. Separately, but in a similar spirit, the general education program sponsored its own arts event, a South African theatrical production of *Umabatha: The Zulu Macbeth*, accompanied by lectures and films exploring interchange between Africa and the West.

Around 30 culturally focused student organizations and clubs also provide opportunities for members of the BU community to engage in cultural exchange. The clubs sponsor a series of popular festivals, to include China Night, Japan Night, Korea Night, Caribbean Carnival, and an International Student Festival weekend. Each festival has a different character but includes such features as guest performers from the designated region of the world, plays written and performed by students, music, dance, foods, games, and sports competitions. Since 1998, the university's Student Association has chartered two clubs–International Friends and the Organization for International Connections–whose express purpose is to bring international and U.S. students together. Led by students who had studied abroad, the clubs introduce international students to American holidays, organize social gatherings, and plan excursions to locations of cross-cultural interest, such as the Amish region of Pennsylvania.

A new program called Discovery, an academic affairs/student affairs partnership organized through BU's residential colleges, also encourages curricular and extracurricular international learning. Intended as a mechanism for integrating academic involvement with student life, Discovery brings students and campus leaders together at "Discovery Centers" in

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the residential communities for evening learning programs. International issues are common Discovery discussion topics, and the meetings serve as a helpful forum for spreading information about international education activities on campus. For example, Discovery has announced two pairs of linked courses with a global studies theme for fall 2002. One pair links a history course on U.S. immigration and ethnicity to a composition course on ethnic female identity in American short stories; the other pair links an introductory GSIC course on environmental issues to a composition course on nature and magic in world literature. Both pairs use a "learning community" format–a semester-long series of theme-related extracurricular activities and events, including field trips, films, and meals. Also located in the residential communities, language tables, led by language department faculty and international students, provide students with opportunities to develop speaking and listening skills in the languages they are studying.

Symbols are an important expression of human values and intention, and their visibility can create a sense of community and pride. Under the leadership of the vice president of student affairs, two projects have boldly symbolized BU's growing commitment to creating an international campus ethos. The first, a banner saying "welcome" in 64 languages, flies across the entrance of the campus at the start of the academic year and during other important occasions. Poster versions of the banner have been widely distributed and now are displayed in many campus offices. Second, flags representing the 134 nations that are home to BU students are displayed at an opening banquet to welcome new international students and at commencement. The flags promote the view that the university constitutes an international community of scholars and students.

Over the past decade, the number of international students enrolled at BU has climbed dramatically–from 550 in 1990 to 923 in 2001, a 68 percent increase. To ensure the success of this growing cohort, a well-organized three-day orientation session and regular seminars on a wide range of issues (cultural differences, employment regulations, health insurance, tax laws, travel, and so forth) as well as twice-weekly listserv dispatches are coordinated by ISSS.

The English as a Second Language (ESL) Program provides additional support. As with ESL programs at other institutions, BU offers a series of courses designed to equip enrollees with the skills and know-how to succeed at the university. In recent years, one curricular enhancement has been to use native speakers of English (often BU undergraduate students) as teaching assistants in the ESL classes. Doing so builds cross-cultural friendships and knowledge for all involved. An offshoot of the ESL program, the English Conversation Pairs Program provides similar benefits. Enrolling approximately 150 students each semester, the program provides ESL students with informal, nonthreatening opportunities to speak English outside class and have a peer answer questions about American life and language; at the same time, of course, native speakers of English learn about different cultures. Noncredit English instruction is also available for the spouses of foreign national faculty, providing them necessary guidance and insight on living in the United States.

Study abroad has flourished in the last eight years at BU–the number of participating students has nearly doubled, growing from 207 in 1994–95 to 406 in 1999–2000, ranking BU 14th nationally among doctoral institutions sending students abroad. In that time, a number of new programs have been developed. In 1994, BU administered six study-abroad programs;

today there are 29, with 16 new partnerships for student exchange with universities in nine countries. This expansion occurred through careful collaboration between OIP and BU's departments and professional schools, and has focused on expanding opportunities for underrepresented majors and student groups, providing greater diversity in study-abroad destinations and language immersion opportunities, and complementing degree programs so that students can move seamlessly between their majors and the programs they choose abroad. The results are impressive:

- New programs have been developed in collaboration with universities in Senegal, Morocco, Turkey, Argentina, Costa Rica, Korea, and Australia. In 1999-2000, 37 percent of BU students studied abroad in non-Western European destinations, compared with 25 percent in 1994-95.
- Students from 42 of BU's 45 undergraduate major programs now study abroad, and participation rates for students in under-represented disciplines have improved–20 percent of management students, 16 percent of engineering students, and 8 percent of biological sciences majors now study abroad.
- Forty percent of students take a foreign language while in their study-abroad program.
- Faculty are increasingly involved in the development of study abroad. Faculty have selected partners abroad because of strong departments in specific fields: business studies at Bath University; biology at the University of East Anglia; East Asian studies at Murdoch University; and political science and international relations at Bosphorus University, for example.
- Through consortia arrangements, BU also cooperates with other SUNY schools to provide access to an additional 260 international programs. BU students make fuller use of the SUNY consortium than do the students at any other SUNY campus.

Most growth in study abroad has occurred in semester and academic year programs, which account for 75 percent of participants; another 10 percent participate in summer programs. Short-term study-abroad tours currently account for 15 percent of participants. The latter are strategically used to introduce lower-division students to study abroad, provide opportunities for nontraditional students who cannot leave home for long periods, and, in some cases, connect to campus courses to prepare for further experience abroad. Changes also have been implemented so that students can now fulfill general education requirements at their host institution, a policy designed to encourage more sophomores to study abroad.

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Internationalization Highlights

Three of BU's international education innovations are especially noteworthy: faculty buy-in and participation in internationalization; the university's comprehensive international advising system; and Languages Across the Curriculum.

Faculty enthusiasm for international education at BU expanded dramatically in the 1990s, supported by hiring and promotion policies and driven by the university's newly established commitment to and coordination of international activities. For example, the number of faculty teaching G courses has risen by one-third and now includes nearly one-quarter of all faculty; some two dozen faculty now supervise ISCP capstone projects; approximately 40 have

served as directors or advisors of study-abroad programs; another 40 offer LxC in their courses. New curricular and study-abroad options also reflect greater faculty engagement. Changes include:

- A new requirement for majors in Latin American and Caribbean Area studies to conduct field research in Buenos Aires, New York, or Los Angeles.
- Research opportunities in Costa Rica for environmental studies majors to conduct experiments on environmental change in the rain forest.
- The use of new technologies to help theater students interact with performers and directors from Moscow.
- An online learning partnership between School of Management faculty and students and academics at institutions in Bulgaria.
- A study-abroad program at the University of East Anglia designed by faculty in the philosophy, politics, and law program to provide students with direct exposure to European philosophy and the political and philosophical currents that influenced the authors of the U.S. Constitution.

Contributions to international education have increasingly been recognized in faculty promotion reviews, while hiring criteria for Harpur College explicitly state that new faculty must include evidence of a "global perspective" in their area of expertise. To recognize exceptional international activity in scholarship, research, and teaching, BU's president created an Award for Excellence in International Education. The award is formally presented each year, along with a $1,000 honorarium, to a faculty or staff member whose work best reflects the university's commitment to international education.

A well-articulated strategy for advising students about international education opportunities constitutes a critical ingredient in BU's internationalization success. Students first learn about international activities at freshman orientation; in addition to the basic degree program and housing advice they receive, OIP staff conduct multiple sessions highlighting the international education opportunities on and off campus. The university's residential colleges, each led by a faculty master and originally modeled on those of the British higher education system, are also structured to provide students with regular exposure to international education opportunities through advising fairs, evening programs in the residence hall, the faculty/staff mentoring program (first-year students request to be paired with a faculty or staff member for support in their adjustment to college and for information about campus resources and opportunities), and the Discovery program. The university's faculty, however, are the campus actors most responsible for providing international education advice to students. Their knowledge of these opportunities has gradually increased as they meet visitors from BU's partner institutions, make site visits to study-abroad programs when traveling, and participate in internationalization workshops.

Over the past 40 years, enrollments in foreign language classes at colleges and universities have substantially decreased, a function, in many cases, of changing institutional focus and–by extension–curricular requirements. BU's LxC program serves as a counterbalance to this trend. Since its inception just over 10 years ago, more than 3,000 students have participated in the program. It has supported study in nearly all of the languages offered at the university, plus others (such as Cantonese and Hindi) known to students but not taught at BU.

The program has been adopted for use in a broad range of courses, including linguistics, philosophy, comparative literature, international business, theater, marketing, accounting, psychology, political science, history, environmental studies, sociology, women's studies, and biology.

Program quality is monitored through regular, end-of-term evaluations by students and staff. Evaluation results consistently reveal high levels of satisfaction (for instance, more than 90 percent of participants say they would recommend LxC to others) and provide direction for continuous improvement. In 1998, LxC mailed a survey to all alumni who had participated in LxC between the years 1991 and 1996, plus a matched sample of enrollees in LxC-supported courses who chose not to participate in the program. The survey's two most striking findings are that LxC disproportionately serves "heritage language" students–those who grew up speaking both English and another language–and participants report significantly better language skills and more frequent use of those skills than nonparticipants.

Challenges to Internationalization

Despite the positive advances of the past decade, a number of future challenges remain. Three immediate challenges include fostering greater student interest in international learning, altering the curriculum so that international learning is better integrated into the structure of all degree programs, and expanding ways to tap into existing campus diversity.

Paralleling national trends, language enrollments at BU have been uneven over the past decade and even decreased for some majors. Competency, for many students, also lags behind university expectations. A series of activities are planned to promote greater language enrollments and incorporate language learning into degree programs more broadly: The newly approved third-semester language requirement provides the opportunity to expand the range of content included in the foreign- language curriculum; the LxC program is piloting freestanding courses that will require students to have higher levels of language proficiency so that they can work with more sophisticated content materials; and OIP plans to work with faculty to create study-abroad programs in which students can study a language while also meeting general education and major and minor requirements.

BU has set a goal of having 25 percent of its undergraduates study abroad. While the institution is making progress toward this goal, especially through outreach and faculty advising, additional funding is needed to support some of the more expensive study-abroad programs, additional OIP staff, and aid for qualified but needy students. To maximize the intellectual and developmental aspects of foreign study experiences, improvements in the cross-cultural preparation students receive before departure are needed, as are programs or seminars that help students process what they have learned upon their return. Again, the chief challenge to establishing such programs is modest funding support.

Another challenge relates to international students and their contribution to campus diversity. While international student enrollments at BU have dramatically increased in recent years, structured opportunities for them to share their diverse perspectives have not. In an effort to better understand their experience on campus, BU has developed a survey that asks international students how they interact with domestic students and how they learn about U.S. society. Once tabulated, the survey's results will assist in planning to enhance international students' integration into the campus community.

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Next Steps for Internationalization at Binghamton University

Through vision, leadership, and hard work, the seeds of internationalization, planted just over a decade ago, have taken root and flourished at BU. Despite a number of notable successes, however, much remains to be done. Immediate challenges include improving communication about existing international opportunities on and off campus, further enhancing the relationship between the diversity of BU's student body and internationalization, and improving the curricular integration of internationalization. The following activities are planned to address these concerns:

- Efforts are underway to redesign and improve dissemination of brochures and other documents related to international activities, and to integrate all electronic information into a central "Internationalizing Binghamton" web site.
- A greater number of international education allies, like those faculty who already advise students about international education, must be identified and inspired, to ensure that information about international education is broadly available.
- To further campus diversity, the admissions office, in consultation with OIP advisors, plans to identify study-abroad students to act as recruitment ambassadors, visiting high schools in the countries where they study abroad.
- Directors of LxC, Global Studies, and study abroad are planning to work with the directors of undergraduate study in each department to assess how they might better involve students in international education.

Internationalization is as much a process as a product, as much a frame of mind as an idea, as much a pursuit as a goal. BU has developed this process and acquired this frame of mind, and continues to commit itself to advancing international education as a centerpiece of its educational mission. It will take persistence, heightened commitment, and an even broader reach to consolidate the successes of the past and build upon them to reach new levels in the achievement of the university's international goals.

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Dickinson College

Brian Whalen and Neil B. Weissman

Dickinson College, founded in 1783, the first college chartered in the newly recognized United States, was named in honor of John Dickinson, one of the leaders of the American Revolution and a signer of the Constitution. Dickinson is located in Carlisle, Pennsylvania, a pre-Revolutionary town of 20,000 people in the state's Cumberland Valley.

Dickinson is a Baccalaureate I liberal arts college with a four-year program of study in the liberal arts. The college grants Bachelor of Arts and Bachelor of Science degrees. Dickinson employs 183 faculty, plus 27 academic professionals; of the permanent faculty, 96 percent have earned the Ph.D. or other highest degree. The student to faculty ratio is 11:1 and the average class size is 15 students per class.

Dickinson enrolls 2,067 full-time students from 41 states, the District of Columbia, Puerto Rico, various military addresses abroad, and 18 foreign countries. Campus housing is available for students with special interests such as foreign languages, multicultural affairs, and the arts, and for social interest groups.

Internationalization Goals

Dickinson's strategic plan articulates its vision for internationalization, declaring that the college aspires to create "an educational program of the highest quality and challenge that turns the campus from a single site into the hub of a truly global network. The Dickinson global education model should be characterized by sustained, in-depth study; an imaginative variety of opportunities that reach across disciplines; and close integration of study elsewhere with the program on the home campus."

The following objectives, and related goals, are mentioned in the college's strategic plan:

I. Enhance exchange abroad and elsewhere in the United States based on Dickinson's distinctive principle of close integration of the on- and off-campus experiences.

1. Move to an expanded "partnership" model for study abroad that links academic departments at Dickinson with corresponding departments at foreign institutions.
2. Develop overseas experiences beyond the traditional junior year or semester.
3. Build a comprehensive network of international internship opportunities, focusing on–but extending beyond–the Dickinson and partner sites. Explore the possibility of course offerings at home and abroad that look at "work" and "vocation" (including the arts, scientific endeavors, and public service, in addition to business) in cross-cultural perspective.

4. Integrate orientation and reentry more fully into the curricular and residential experience.
5. Become a center for research and policy related to study abroad. Include research activity (e.g., pre- and post-language testing) as part of international program oversight and quality control.

II. Internationalize the campus beyond study abroad.

1. Adopt technology that will allow virtual home and abroad programming.
2. Develop summer certification programs for high school language teachers and other professional groups using Dickinson's Carlisle campus and the college's centers abroad.
3. Increase international student enrollment to 10 percent of total enrollment.

III. Create international degree opportunities focusing on Dickinson's overseas partner institutions and affiliates.

1. Create joint international baccalaureate degrees with partner institutions.
2. Develop international master's degree linkages.

IV. Enhance the college's innovative connection of global education with U.S. diversity programming.

1. Develop a "Global Mosaic" and connect it with the college's American Mosaic program. Enhance the work of the Community Studies Center in support of both.
2. Provide ongoing support for the Diaspora & Community Studies initiative.
3. Explore linkages with historically black colleges and universities, perhaps offering participation in abroad programs (including faculty immersions) as a dimension of such collaboration.

V. Evaluate all proposals for new international partnerships in terms of cost and immediate programmatic benefits, acknowledging that no actions should be taken which add to the college's expenses.

1. Give the highest priority to new programs that are self-funded, that will replace programs of a similar cost, or that have immediate revenue potential.
2. Perform financial assessments on all new program proposals prior to approval and evaluate budget and program effectiveness on an annual basis.

Organization and Coordination of Internationalization

The Office of Global Education (OGE) coordinates and supervises all of the college's international programming. The office's director of global education supervises a staff of three additional professionals and three support staff. All global initiatives are housed under OGE, creating a vibrant center that unifies academic and administrative efforts. Faculty from across the college support the development and coordination of international programming, creating a dynamic combination of centralized and decentralized management. This ensures a high standard of quality control and cross-fertilization among study-abroad programs. Since OGE supervises both study abroad and international student and scholar services, it integrates these areas that are too often bifurcated on college campuses. The OGE is in the center of campus in the Marc and Eva Stern Foundation Center for Global Education.

Financial Support and Resource Allocation

More than half of the college's budget for faculty salaries supports faculty who teach internationally-oriented courses. The abroad programs have their own large budgets, all of which demand considerable

expertise from Dickinson's staff in financial affairs. The operating budget for global education–study abroad, international scholars, and sponsoring campus events–is $5 million. In addition to regular budgetary operations, Dickinson has created two special mechanisms to support internationalization. Dickinson's 1985 NEH Challenge Grant established an endowed International Education Fund (IEF) that now stands at $7.5 million. This fund, administered by the dean of the college (chief academic officer) and OGE director, in consultation with Dickinson's treasurer, underwrites key global endeavors.

Whereas IEF underwrites infrastructure in global education generally, the International Program Fund (IPF) supports the abroad programs alone. IPF, which is administered by the college's dean, director of global education, treasurer, and two faculty, is a pool of monies renewed annually through per capita contributions from each abroad program (this "tithe" is included in the comprehensive fee paid by students, not an additional cost). The fund's first purpose is to buffer the abroad programs against the inevitable vicissitudes of global operation, such as downturns in exchange rates, unexpected fluctuations in enrollments, or external crises. In 1985, for example, IPF helped the college's programs weather the Rome airport massacre (in which a Dickinson student was killed), the U.S. bombing of Libya, and the Chernobyl nuclear accident. More positively, IPF allows Dickinson to take advantage of opportunities for growth. For example, the fund supported visits by faculty teams to Norwich and Queensland to develop the college's science programs at those sites. It also has funded the acquisition of computer equipment at all Dickinson centers.

International Dimensions of the Curriculum and Co-curriculum

Internationalization at Dickinson begins in the classroom. Dickinson's global education curriculum is best envisioned as a series of concentric circles. At the core is foreign language training. The college offers instruction in 12 foreign languages: Chinese, French, German, modern and ancient Greek, Hebrew, Italian, Japanese, Latin, Portuguese, Russian, and Spanish. All students must reach at least the intermediate level of accomplishment in one foreign language; all are encouraged to continue well beyond. Enrollments demonstrate Dickinson's success in building a campus in which language mastery is commonplace, rather than an exception. In 1999–2000, 28 percent of all enrollments were in foreign language courses. Fully 21 percent of all graduating seniors were foreign language majors, the highest percentage among American colleges and universities. Factoring in area studies graduates brings the total of those who did advanced language work higher still, to 31 percent.

Cultures are complex entities; their study requires application of insights from a variety of fields and theoretical approaches.

Cultures are complex entities; their study requires application of insights from a variety of fields and theoretical approaches. Consequently, strong interdisciplinary programs constitute the second circle of the college's global curriculum. Dickinson offers interdisciplinary majors in East Asian, Italian, and Russian Area Studies (as well as a certificate in Latin American Studies), International Studies, and International Business & Management. Each of these programs is staffed by 10 to 13 contributing faculty; each has its own dedicated budget. By their nature, the interdisciplinary programs parallel the breadth of vision and synthesis of insights in global education. International Studies and International Business & Management particularly focus on placing individual

cultures within a context of theory by requiring students to combine a shared methodological core with specialization on a single nation or region. These concerns typify the college's language departments as well. While aiming at the acquisition of proficiency, all ground instruction in interdisciplinary and theoretically informed study of the culture(s) for which language is a vehicle of expression.

Foreign language and area studies form the critical mass from which global education radiates across the entire curriculum. Many other majors, such as environmental studies and policy studies, offer global "tracks"; Dickinson's education certification program includes foreign language methods coursework. All majors in humanities and social sciences require internationally focused courses. Additionally, all students encounter cross-cultural analysis through a comparative civilizations ("non-Western") requirement. In sum, more than 40 percent of all the college's enrollments each year are in international dimensions of the curriculum.

A global curriculum on campus, no matter how strong, will be ineffective if it is not joined with direct encounter with foreign cultures. More than any other activity, Dickinson's particular approach to study abroad has created an ethos of global awareness and a sense of participation in international endeavor across the entire campus.

Until 1985, Dickinson operated only one yearlong overseas program (Bologna, Italy), but students typically went abroad through programs or consortia run by others. As part of its NEH-supported internationalization project, the college built a network of abroad programs, operated by Dickinson in direct partnership with foreign universities. The goals of this policy change were, and remain, to insure high quality in the abroad experience, to build a close and smooth articulation between study at home and abroad, and to develop collaborative relationships at overseas sites with partner universities and others that multiply Dickinson's global resources.

Dickinson now sponsors 32 programs on six continents in 20 countries. At the heart of this network are semester- and yearlong programs in Cameroon (Yaoundé), China (Beijing), England (Norwich, separate programs in science and humanities), France (Toulouse), Germany (Bremen), India (Madurai), Italy (Bologna), Japan (Nagoya), Mexico (Querétaro), Russia (Moscow), and Spain (Málaga). The college operates all of these programs in partnership with a foreign university. Dickinson also has affiliation agreements with institutions in Australia (Queensland), Costa Rica (field studies), England (Durham), Israel (Jerusalem), and Korea (Seoul). In India, Dickinson participates in the South Indian Term Abroad (SITA) consortium. When enrollments allow, a Dickinson faculty director is in residence; elsewhere the college relies on colleagues from partner universities who have taught courses in residence on the Dickinson home campus. Most programs offer a combined, specially designed curriculum of courses and extensive coursework at Dickinson's partner institutions. Almost all have homestays.

Dickinson also operates a series of summer sessions, often using its foreign centers as a base. Most tightly integrated with the centers are month-long summer "immersions" offered regularly in French (Toulouse and Francophone Cameroon), German, Italian, Russian, and Spanish. The immersions target students who have just completed their foreign language requirement, giving them an opportunity to employ what they have learned and progress further.

Many immersion students opt to continue on to advanced language study and return to the relevant center for a semester or year, making the immersions

key "feeders" in generating the college's exceptionally high number of language majors. Departments outside the languages also are encouraged to take advantage of the center resources for summer study. For example, the Fine Arts Department holds a painting workshop at Toulouse, the Anthropology Department operates a field school in Cameroon, and the Physics Department offers a summer program in Bremen.

The flow of students abroad is encouraged in a variety of ways, ranging from major policies to "small touches." Chief among the former are pricing and portable financial aid. Dickinson budgets all abroad programs (travel included) at no more than the cost of study at home, with financial aid fully applied. The "small touches" include flying the flags of all nations with Dickinson centers, mounting clocks in the campus library and student union that give the time of day at Dickinson's foreign centers, and even (to the consternation of some Carlisle residents) installing street signs in foreign languages.

These efforts have garnered broad and deep participation. Dickinson's study-abroad rate for 1999–2000 was 81 percent, with 80 percent of this at its centers. In some majors, the entire junior class goes abroad. The college is particularly proud of its record for duration of study. In contrast to the national trend of ever-shorter sojourns, one-third of Dickinson students spend an academic year (or longer) abroad. Equally rewarding has been the college's success at extending study abroad to all majors. Even in the sciences, as a result of special efforts to build a science program at Norwich and to provide further options through Dickinson's Australian partner university, participation rates are unusually high.

Study abroad at high rates and, in most cases, through the college's own programs, has many benefits. Take, for example, the related tasks of preparation and reentry. Dickinson operates a series of familiar activities to meet these ends, such as pre-sojourn orientations, an international house for returning students, and opportunities to tutor and make presentations in local schools. Yet beyond this, close knowledge of the work students will do at centers and partner universities abroad allows departments to mold sophomore courses to intensify preparation and senior programming to provide maximum chance for remembrance, reflection, and mentoring.

Additionally, the following activities and programs are integral to the college's international programming:

- An active program of residencies by international scholars on the home campus. Since 1984 Dickinson has hosted 80 such scholars through IEF and outside grants (e.g., Fulbright). Residencies last from a week to an academic year. Some are one-off events, others are regular occurrences, such as yearlong stays by faculty from Chinese and Russian universities in support of instruction in those languages.
- Enhanced library resources, especially in foreign languages, in which the dual goal of proficiency and broad cultural sweep mandates active acquisition. Foreign language holdings range from 1,000 volumes in Japanese to 9,000 in Spanish, bolstered by 775 subscriptions to internationally related periodicals, including newspapers and journals. The college's library holdings in Chinese and Japanese were recently enhanced through the cataloguing of a 20,000-volume collection of works on Asia (20 percent of them not available elsewhere in the

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United States), given to Dickinson by a retired professor of anthropology at the University of Illinois.

- Faculty summer immersions in foreign languages. Each summer, up to 10 faculty from outside the language departments spend a month at one of the campus centers improving their skills. Each "qualifies" by taking an intermediate-level language course before the session. The immersions include intensive language study, homestays, and "pairing" with a specialist in their field from a foreign partner university. Upon return to Dickinson, participants offer Foreign Language Intensive courses (FLIC), regular offerings in which students may opt to work in the foreign language. IEF funds French-, German-, Italian-, Russian-, and Spanish-language immersions and also cultural immersions in China, Greece, and Italy.

These practices, matched by the college's other offices, have resulted in a global program of exceptional staying power, operated with great expertise. So, in a striking recent illustration, when Yongyi Song, Dickinson's librarian-bibliographer of the Cultural Revolution, was arrested in Beijing last year on charges of spying, the college organized a successful international campaign for his release, while continuing to operate Dickinson's abroad program and scholarly exchange with Peking University.

Internationalization Highlights

There are many more facets to global education at Dickinson that deserve attention, from the Career Center's active international placement program to the Kade Center for German Writers. To better understand what Dickinson has achieved, the following characteristics emphasize three aspects of internationalization of which the college is particularly proud.

First, Dickinson's international program is exceptionally comprehensive, as evidenced by course enrollments, study-abroad rates, and funding. Yet the best testimony is the extent of faculty involvement. An educational program is only as good as those who teach it, and Dickinson has made a sustained effort to internationalize its faculty. International experience is a criterion in all hiring. Personnel practices of evaluation and promotion are crafted to encourage its enhancement. For example, the college's academic handbook includes provisions for "stopping the tenure clock" for junior faculty who direct abroad programs (on their request). Such activity weighs significantly in considerations of merit pay, promotion, and tenure.

The college's research and development committee actively funds faculty research abroad. During the last two years, more than 70 professors received grants for scholarly activity overseas. Special effort is made to provide international experience to faculty who want to add this dimension to their careers, or expand on existing international competencies. For example, faculty from all departments have participated in the summer language immersions. They return not only ready to offer FLIC courses, but also are motivated to increase the international content of all their offerings and, in some cases, to initiate new research with their counterparts at foreign universities.

Overall faculty participation in global education is, predictably, very high. Some 57 percent of Dickinson faculty are specialists in international fields. More than one-third (54) have directed abroad programs. International expertise clusters in humanities and social sciences, but is not limited there. Dickinson's four geologists, for example, have worked respectively in Antarctica (where a mountain was named for a faculty member), the Bahamas,

Ireland, and Kamchatka. Anecdotal but telling evidence of the degree to which a global ethos permeates the faculty and the entire campus is the present composition of the college's personnel committee: a French professor who has directed Dickinson's Toulouse program, a China specialist and an anthropologist who have both led programs in Beijing, a studio artist who recently returned from a sabbatical in ceramics in Amsterdam, and an environmental scientist recently back from work sponsored by a Fulbright grant in Germany. The committee reports to Dickinson's dean, a Russian historian who served as project director for the college's NEH grants in international education, and to the president, a specialist in German culture who, while a Dickinson student, studied on a Fulbright grant at the University of Basel.

Equally distinctive are Dickinson's partnerships with universities at sites abroad. Centers abroad can become "islands" separating students from full encounter with the surrounding culture. Given the close relationships with partner universities (and other practices including homestays and a preference for sites less popular among tourists), Dickinson's centers serve instead as portals for the movement of people and ideas. Rather than separate, they connect Dickinson internationally by making the home campus the hub of a truly global network of exchange.

In one direction, international visitors flow from the college's sites abroad to Carlisle. In the case of faculty, the large majority of scholars in residence funded by IEF come from partner institutions. In 1999–2000 alone, faculty from seven partner universities–Bremen, East Anglia, Málaga, Nanzan, Peking, Russian Humanities, and Yaoundé–did teaching residencies at Dickinson, with the visitors from Beijing, Cameroon, Moscow, and Norwich here the entire year. Partner relationships allow the college to bring international students to campus in a particularly effective way as well. Each year, as many as three students from most partner institutions enroll at Dickinson as overseas student assistants. These students receive full scholarships and in return work to assist language departments with tutoring and language tables and houses.

Moving in the opposite direction, Dickinson students and faculty flow out through campus centers into partner universities. In those universities, the ever-increasing cohort of faculty, administrators, and students who have been at Dickinson to teach or serve as overseas student assistants help make the links between study at home and abroad exceptionally strong. In some cases, integration (and shared faculty experience) between Dickinson and the partner university is so thorough that grades as well as academic credits transfer back to student records. Dickinson and Bremen are pushing integration to its limit through plans for a joint bachelor's degree. The college has established linkages with graduate programs at several partner institutions, as well.

Close bonds with the partner universities facilitate all manner of special projects. For example, Dickinson faculty have organized scholarly conferences with their counterparts at Toulouse and Peking. For the college's two U.S.-France sessions, Dickinson French majors, themselves veterans of study in Toulouse, translated the conference sessions and papers subsequently published. Partner relationships also engender faculty exchange, including opportunities for Dickinson professors without significant previous international experience. In 1999–2000, for instance, a specialist on Native Americans from East Anglia and the director of Dickinson's

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women's studies program exchanged positions to teach and conduct research.

Another distinctive dimension of Dickinson's international program is the imaginative linkage of internationalization and study of U.S. diversity. This strategic plan reaffirms the college's charter mission of educating citizens for the new nation. Yet the college does so fully aware that the concept of "citizen" is much more fluid than it would have appeared to the country's founders in 1783. Looking outward, Dickinson students must reflect on the relationship between their responsibilities as citizens of a single nation and of an increasingly global world. Looking inward, they must ask, within the context of an ever more diverse society, "What is an American?" These questions, two sides of the single coin of identity, are best examined together. Nothing provides a more powerful vehicle for reflection on one's self than the creative encounter and engagement with others, provided by internationalization (or vice versa).

The spark for the linkage on campus came from the "domestic" side. In 1996, Dickinson faculty created the American Mosaic, an interdisciplinary program in which students spent a semester doing fieldwork on issues of ethnicity, race, class, and gender in nearby Steelton, Pennsylvania. The program, which received the Oral History Association's 1996–98 award for distinguished achievement in higher education, was repeated in 1998 in a community of Mexican migrant workers in Adams County and served as a catalyst for two major curricular developments. Dickinson established a Community Studies Center to enhance student-faculty research and fieldwork in the social sciences. And, supported through a series of grants, the college began to interweave study of the global and the domestic much more explicitly under the rubric "crossing borders."

The projects at the heart of the "Crossing Borders" initiative include:

- A Hewlett Foundation grant to create freshman seminars that examine issues of diversity and unity domestically and globally. These seminars include a residential dimension as well; sophomore courses on cross-cultural analysis that form a curricular foundation for subsequent study abroad; and a senior culminating experience built around study of citizenship and identity.
- A Luce Foundation grant in Diaspora & Community Studies that will bring visiting experts to campus, fund faculty workshops and a scholarly conference, and support the addition to the American Mosaic of a Global Mosaic.
- A FIPSE grant in which students from Dickinson, Spelman, and Xavier universities joined together to do community-oriented research on issues of ethnicity, race, and gender, first at Dickinson's center in Cameroon and then, in alternating semesters, at each of the home campuses.

Challenges to Internationalization

The pursuit of the interlocking issues of global and domestic identity is one major challenge of Dickinson's vision for the future. The program model demands a new language of internationalization and creative means to develop and manage programming. The college's early success with its Crossing Borders program suggests that this model is very labor-intensive, and will require creative energy and effort to sustain it.

The movement of ever-greater numbers of students from encountering foreign cultures, through study abroad, to full engagement with the surrounding society is another challenging area of innovation. Engagement may take many forms, such as homestays or service. The college's focus for the future is on internships and community-oriented research, activities in which the academic and experiential are fruitfully combined. Dickinson already has a good start on the former. Virtually all Dickinsonians studying in Beijing, Bologna, Málaga, and Toulouse perform internships, often facilitated by partner universities. The college is developing comparable internship experiences at its other sites and experimenting with entirely new internship-based programs elsewhere. During summer 2000, for example, a group of International Business & Marketing majors conducted internships in Dublin.

Potentially more interesting from the standpoint of new models of learning is research-based study abroad. Undergraduate research (both independent and with faculty) is already a proven success on campus, especially in the natural sciences and, with the support of the Community Studies Center, the social sciences. Last year, 99 students co-authored publications or made presentations at professional conferences, and many more did research within the college.

Finally, assessment indicates another critically important field for innovation. Few educational ventures promise more than internationalization, with its potential to enhance skills, expand perspectives, and deepen self-understanding. That promise will not be fully realized until the college can measure and assess the effectiveness of particular practices and programs. Some evaluative tools, such as language proficiency testing or reentry interviewing, are already in use here and elsewhere. Dickinson's exceptional resources in international education will allow the college to expand the search for assessment tools further.

The college's Hewlett Diversity Project, for example, provides for the evaluation of not only freshman seminars on global issues but also efforts to connect classroom study to residential life. Dickinson's unfolding program of research activity will provide an archive of materials demonstrating testing for promising avenues and dead ends in student work abroad. Equally ambitiously, the college is in the process of launching a longitudinal examination of the effects of study abroad, using the college's pool of 4,000 alumni with overseas experience as subjects. This multigenerational study, designed by Dickinson faculty and outside consultants, will be among the most systematic of its type, producing not only valuable findings but new assessment tools as well.

Next Steps for Internationalization at Dickinson College

Dickinson has chosen a distinctive path in global education. At times, as in the college's FIPSE project with two historically black universities or in the SITA program, Dickinson has entered into alliances with other institutions. Yet overall, Dickinson has opted not to play the admittedly important role of "provider" of overseas opportunities for others, nor to spread resources to mount extensive summer outreach or graduate programs. Instead, Dickinson's focus has been on its own undergraduates during their four years on campus.

This singularity of purpose is not rooted in insularity. Dickinson's service to others has been to turn its college into a laboratory–or, given the multiplicity of curricula, locales, support mechanisms, and perspectives, a complex of laboratories–for experimentation with models that may be widely

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adopted elsewhere. Consequently, the college has amassed a rich inventory of practice and policy. That inventory includes complex international curricula in nearly all departments, dozens of models for abroad programs and international partnerships, many proven programs for faculty development, rich experiences in exchanging scholars and students, and a catalogue of administrative and personnel practices to support internationalization.

The process of building an inventory of internationalization has always been open-ended. In the future, the college will continue to grapple with certain critically important questions. In a world of globalization and diaspora, what does it mean to be a citizen? How can the college contribute to deepening students' skills of cross-cultural analysis and the quality of their experiences abroad? What policies best allow the college to employ its resources, human, financial, and technological, in support of internationalization? How can Dickinson better make a global perspective permeate its campuses? And what are the most effective means of assessing the college's efforts?

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Indiana University

Roxana Ma Newman

Indiana University (IU), founded in 1824, is a system of eight campuses spread throughout the state of Indiana, with a total current enrollment of more than 96,200 students. The largest of these campuses is Indiana University Bloomington (IUB), a Research I university, with a 2001–02 enrollment of 37,963 students (32,764 full time). Of these, 79 percent are undergraduates. More than 3,200 undergraduates, just over 8 percent of the total, are international students. (This profile primarily focuses on the Bloomington campus of Indiana University.)

Indiana University has been building a reputation as an international university for more than 50 years. Herman B. Wells, IU president from 1938 to 1962, and university chancellor until 2000, foresaw the post-war leadership role that the United States would assume and its implications for U.S. higher education. In addition to serving the state, Wells believed the university should connect students, most of them from Indiana's small towns, to the world beyond its borders. In the 1940s and 1950s, Wells began to build the infrastructure to support an impressive array of interdisciplinary language and area studies programs and international centers that today form the core of the university's expertise in international knowledge. Over the years, the university has enabled thousands of undergraduates to have educational experiences abroad while attracting a steady flow of international students and visiting scholars to its campuses. With its wealth of international resources, IU also is able to offer outreach programs to local schools, communities, businesses, and governments to foster internationalization within the state.

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Internationalization Goals

Internationalization at the university is thus well-supported at the highest levels of university administration. Although IU does not have a specific "mission statement" on internationalization, the pursuit of knowledge about other cultures has always been essential to its educational mission. The university's current president, for instance, committed early in his tenure to reshaping the institution's profile as "America's new public university," serving the citizens of Indiana and strengthening its role and reputation as a national and international university. To this end, IU instituted a new strategic directions charter, one plank of which was to "strengthen international programs in teaching and research." Since then, new university funding has supported the implementation of internationalized curricula in new fields; the application of teaching technology to international areas; the creation of a centralized access unit to conduct and coordinate international outreach activities; the establishment of international studies summer institutes for high school students; and improved contact and programming for IU's more than 8,000 international alumni.

At IUB, the College of Arts and Sciences' (COAS) recent five-year Academic Enhancement Plan similarly targets international studies as one of three areas for future growth and innovation. It identifies as a key goal the development and implementation of "an international studies major that brings together the college's expertise in area studies and in languages."

Organization and Coordination of Internationalization

The Office of International Programs (OIP) provides central oversight and guidance for international programs, activities, and resources for the IU system's eight campuses. Based on the Bloomington campus, the OIP is headed by a dean for international programs who reports directly to the president. The dean directs an administrative staff of 45, including four associate deans and two assistant deans, and holds a faculty appointment at the university. Three of the associate deans serve as directors of the OIP's three major sub-units: the Office of International Services, the Office of Overseas Study, and International Research and Development. The fourth associate dean represents the international interests of Indiana University-Purdue University Indianapolis, IU's second largest campus. OIP deans meet regularly to plan and discuss important issues and activities affecting international efforts on all IU campuses. They also make regular visits to IU's smaller regional campuses to meet with chancellors and faculty to discuss international opportunities. The OIP works closely with the Office of International Admissions, a subunit of the university's Office of Admissions. The OIP also communicates regularly to its various constituents, both on and off campuses, through mailers, listservs, brochures, newsletters, annual reports, and its web site, www.indiana.edu/~intlprog.

The dean of OIP consults on tenure and promotion cases involving faculty with international interests and sits on numerous university committees. One such committee he presides over is the President's Council for International Programs, which meets once a year to discuss larger policy issues affecting the university and report on the progress of specific international areas and projects. The Council, whose membership is appointed by the president, includes all directors of IUB's area and international studies centers, as well as faculty representatives from the seven other IU campuses and from the professional schools.

As the central oversight unit for international efforts at the university, the OIP works closely with schools, departments, and faculty on both academic and nonacademic issues. Some of the professional schools have designated specific individuals to coordinate international activities. For example, the School of Public and Environmental Affairs has a faculty director for its academic international programs; the School of Law-Bloomington recently created a position for an assistant dean to assist with its international programs and activities; and the School of Education has a coordinator in charge of diversity and international programs.

Financial Support and Resource Allocation

IUB commits significant intellectual, human, and financial resources to international programs and activities. Nearly 30 percent of the university's 1,615 FTE faculty specialize in international studies research and teaching. The directors of IUB's area and international studies centers are drawn from the faculty and receive course releases to carry out their administrative responsibilities. IUB's general funds

also support most of those centers' professional and clerical positions. Within the OIP, all administrative positions are funded by general university funds, as are most of the professional and clerical staff positions. At OIP's Office of Overseas Study, two staff positions are currently funded by internal funds.

Many of IUB's area and international centers receive federal funding through Title VI of the Higher Education Act. This funding enables the centers to sponsor and host national and international conferences, special course seminars, workshops, exhibits, and outreach programs. The centers also receive federal support for academic year or summer foreign language and area studies fellowships that allow graduate students who intend to conduct research abroad to study the less-commonly taught languages offered by the university. Foundation and private corporation funding also supports some of the activities and programs at IUB's area studies centers.

Librarians and tenure-seeking faculty also may apply for a variety of internationally focused competitive grants offered through an endowment fund administered by the OIP. Grants are available to support research abroad, international curriculum development, professional development to acquire new international expertise, travel funds to attend overseas conferences, short-term faculty exchanges with overseas partners, library acquisition of international materials, international outreach activities, and international visitors. Each year, two awards are given to recognize IU faculty (from any campus) who have made outstanding contributions to international activities.

The Office of Overseas Study offers financial support for study abroad; some funds are targeted to minority students, some to students from regional campuses. Several area studies centers also offer financial awards and prizes to faculty and outstanding undergraduates. For example, the Russian and East European Institute offers overseas study awards to undergraduates studying Slavic languages for at least one semester. In addition, IU's Title VI Center for International Business Education and Research (CIBER) provides incentive awards for business undergraduates to study foreign languages.

The OIP's International Research and Development (IRD) unit competes for and regularly receives international training grants and development assistance contracts. These grant and contract opportunities expand the reach of the university's partnerships and affiliations overseas. They also are especially valuable for internationalizing participating faculty, university administrators, and graduate students who work abroad for short periods on real-world problems in intercultural settings. They inevitably develop new skills and ideas for courses and research. For many faculty from the smaller IU campuses, work on IRD projects provides their first exposure to other people and places. Their experiences enable them to introduce new international perspectives to their classrooms, thereby contributing to greater international expertise on their campuses.

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International Dimensions of the Curriculum and Co-curriculum

IUB's international reputation rests on the strength of its 12 internationally focused multidisciplinary centers. Each of the centers is staffed with productive scholars who teach and conduct research around the world. Many receive federal Title VI support and are designated as "National Resource Centers" (see Table 1, Indiana University International Centers, next page).

TABLE 1:

Indiana University International Centers (Year Founded)

Russian and East European Institute	(1958)*
Center for Latin American and Caribbean Studies	(1963)*
Inner Asian and Uralic National Resource Center	(1963)*
African Studies Program	(1965)*
Jewish Studies Program	(1972)
Polish Studies Center	(1976)
West European Studies	(1978)
East Asian Studies Center	(1979)
Middle Eastern Studies Program	(1980)
Center for the Study of Global Change	(1989)*
Center for International Business Education and Research	(1992)*
India Studies Program	(1996)

** current National Resource Center*

This wealth of interdisciplinary centers allows the university to offer hundreds of area and international studies courses across nearly every humanities and social science discipline and in the professional schools. The courses, available to graduates and undergraduates, focus on content, comparative perspectives, and global issues. The large number of area and international centers has also made it possible for the university to offer training, channeled through its eight foreign language departments, in an impressive array of world languages. Each year, 40 to 50 languages are offered. Additionally, instruction is offered in some of the world's less-commonly taught languages, including Azeri, Catalan, Estonian, Haitian Creole, Hausa, Mongolian, Romanian, Sanskrit, Tibetan, Uzbek, Yiddish, and Zulu.

The international teaching and research interests of IUB's faculty and students are supported by excellent holdings in libraries, archives, and museums. The main library on the Bloomington campus is the 13th largest university library in the country, with in-depth international collections that include materials written in several hundred different languages. IUB's renowned Lilly Library of rare books and manuscripts houses significant international collections in the areas of medieval and renaissance manuscripts, British and European history and literature, colonial Latin America, and the age of voyages and exploration. The Indiana University Art Museum maintains major Asian, African, Oceanic, and western hemisphere collections and exhibitions and is highly regarded for its quality and size among university museums. IUB's Archives of Traditional Music is the nation's largest university-based ethnographic sound archive, housing special collections of African and Latin American music. And the Mathers Museum of World Cultures contains material artifacts from numerous western and nonwestern cultures. Indiana University Press, one of the largest publishers in the nation, releases major works in African studies, Arab and Islamic studies, East Asian literatures, Jewish studies, and Russian and East European studies.

IUB's international curricula provide COAS undergraduates with broad exposure to the major world areas of human knowledge and activity. Among the 11 philosophical and practical goals it outlines for its students, COAS:

- Emphasizes "the study of the international community and encourages students to become involved in the contemporary world. By understanding the range of physical, geographic, economic, political, religious, and

cultural realities influencing world events, students cultivate an informed sensitivity to global and environmental issues."

- Requires "basic communication skills in at least one foreign language, providing the fundamental skills for communicating with people from other cultures and offering insights into other patterns of thought and modes of expression."

To meet these goals, undergraduates are required to take courses in three distribution divisions–arts and humanities, social and historical studies, and natural and mathematical sciences–and fulfill a cultural studies and a foreign language requirement. Undergraduate courses meeting these requirements are sprinkled liberally throughout COAS's humanities and social science departments and the university's professional schools, as well as the area studies centers. Altogether, more than 500 courses with international, foreign language, and cultural content are available to undergraduates. Areas of international concentration include 11 language and literature majors, four distinct area studies majors, six area studies certificate programs, seven area studies minors, and an international studies minor focusing on global and transnational perspectives. An international studies major is planned and will be available by 2003.

Undergraduate overseas study programs at IUB, first offered some 40 years ago, are administered by the Office of Overseas Study (OVST), a subunit of OIP. Approximately half of the office's 60 programs are sponsored by IU; the other half are co-administered through the Council on International Educational Exchanges and the Institute for International Education of Students. Additionally, a smaller number of students go abroad each year on autonomous or independent study programs. Every overseas program, regardless of duration or credit intensity, is formally sanctioned by OVST. Per presidential mandate, the quality of all overseas programs is periodically reviewed.

Over the past decade, there has been tremendous growth in the number of IU undergraduates studying abroad, growing from 618 in 1990 to 1,504 in 2000–01, an increase of 140 percent. Currently, IUB is 11th among U.S. research universities that send students abroad. OVST estimates that about 17 percent of students have had an overseas experience by the time they graduate. Participation patterns indicate that shorter (semester, summer) and English-language programs are the most popular, and that programs in the social and life/physical sciences have steadily grown in the past decade. The area of strongest growth recently is among business school majors.

Home to more than 3,000 students from 130 different countries (8.1 percent of total student population), IUB's campus is itself rich with international learning opportunities. The presence of international students on campus, a growing number (currently 35 percent) of whom are undergraduates, promotes cross-cultural awareness and personal contact on a daily level. IUB's nearly 50 international student organizations regularly sponsor events that showcase linguistic and ethnic diversity, a variety of national holidays, and culturally unique arts and crafts, and food. They also host occasional forums on current world events. IUB's Office of International Services assists international students and exchange scholars by offering orientations, visa assistance, health insurance advice, travel updates, employment workshops and seminars, international career and employment networking, alumni mentoring, and social activities.

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The Leo R. Dowling International Center is an important campus hub of social and international activities. Run largely by U.S. and international student volunteers, the Dowling Center hosts numerous events and activities available to the entire university and local community, which include coffee hours, cultural workshops, host-family programs, concerts, language circles, and "buddy" tutoring programs. The Dowling Center also is a popular venue for smaller international workshops and symposia hosted by different campus departments. Some of the larger international outreach events, such as "A Taste of Asia" with attendance in the hundreds, create an enthusiastic atmosphere for cultural exchange, develop an appreciation of differences, and build mutual respect, goodwill, and friendship.

Internationalization Highlights

Numerous academic and co-curricular programs, activities, and facilities contribute to IUB's reputation as an internationalized institution. Among its various activities, the university is especially proud of its advances to promote the internationalization of business majors, its international studies minor, and the international learning opportunities available to residents of the undergraduate Foster International dormitory.

Internationalizing the School of Business

Within the broad expanse of international study noted earlier, the largest increase in study abroad has come from undergraduates at the Kelley School of Business. In 2000–01, approximately 30 percent of the total of all IU students studying abroad were business majors. Two decades earlier, only one program abroad was offered to business majors, enrolling 20 students. This dramatic growth in overseas participation by non-humanities, nonlanguage majors has been the result of careful planning between the chair of the undergraduate program and administrators in OVST, both keen to internationalize undergraduate business education. While opportunities have long existed for business majors to take their general education courses abroad, the school began, in the 1980s, to develop special business programs in English to cater to the interests of its students, who often did not have strong language backgrounds. The first was a semester-long program in The Netherlands. Semester and summer programs, offered at western European universities or schools of management, were later added in Denmark, England, and Finland.

Parallel to the development of these programs, the school also sought to infuse international content into its curriculum by creating courses such as "International Business" and "Global Financial Strategies." Despite these additions, many students were still able to easily bypass such courses and graduate without any exposure to global topics and cross-cultural issues. The next logical step was to make some form of international exposure and global study a general undergraduate requirement. An "International Dimension Requirement" was thus created in 1988. It can be satisfied in one of four ways: area studies courses; foreign language study; international business and economics courses; and, the most popular choice among students, study abroad. Further international options were added in 1996–the "International Field Specialization," an additional component of the general education requirement, and the "International Studies Concentration," which is an option only as a second major.

Programs for business students with sufficient foreign language ability to study abroad have also been recently developed. Currently, foreign-language business

programs exist in France, Germany, Mexico, and Spain. The school's two most recent innovations stress immersion abroad experience for students. In the extended program, taught in English, students spend three years at IU plus two years at the University of Maastricht, simultaneously earning an IU Bachelor of Science degree and a special Master in International Business degree from the Dutch institution. The challenging German-language program is an exchange with the Fachhochschule in Reutlingen, Germany, where students from either institution can earn a Bachelor of Science degree from the Kelley School and a German Diplom-Betriebswirt after spending one year on an internship abroad.

International Studies Minor

Introduced in 1999, IUB's international studies minor focuses on global and transnational issues that cut across national boundaries and geographic regions. Designed and administered by the Center for the Study of Global Change, one of IUB's National Resource Centers, the minor is available in conjunction with a bachelor's degree in a traditional academic discipline. Participating students choose a focus area from one of six different tracks: diplomacy and interstate relations; global humanities; global resources and the environment; international communication and information; international development; and international political economy. They then take at least 15 credit hours from approximately 150 approved courses in 22 COAS disciplines and approximately 25 courses offered by IU's six professional schools. The curriculum is based on existing international, world, or comparative courses, as well as on newly developed courses that stress globalizing and globalized perspectives. The center's academic staff teach two special courses on global learning, one introductory and one capstone. Students must also fulfill a language requirement and are encouraged to study abroad or undertake an international internship.

Student interest in the minor has been extremely high, with most students opting for the diplomacy and interstate relations and global humanities tracks. Interest in the environment track is also gaining popularity. Much of the minor's success is due to the rich availability of international, comparative, and transnational courses that exist on campus. Clearly, however, it has also been successful because it responds to student demand for such an academic concentration. Graduates in this minor expect to continue with postgraduate work in international relations or in the professional schools, or to pursue careers in the public sector or at international organizations. When the program first started in January 1999, the initial cohort was 17; there are currently 85 students in the minor program.

As a curricular development model, serious interest in the minor has been expressed in the education and journalism schools, with each hoping to introduce international studies certificate programs. For the School of Education, such a certificate program would be groundbreaking. No international curriculum track currently exists at the school, despite a language education department for teachers of French, German, and Spanish, and a number of faculty who teach "global studies" for grade level K–12 schools. The certificate will be offered for the first time in fall 2002.

Introduced in 1999, IUB's international studies minor focuses on global and transnational issues that cut across national boundaries and geographic regions. Designed and administered by the Center for the Study of Global Change, one of IUB's National Resource Centers, the minor is available in conjunction with a bachelor's degree in a traditional academic discipline.

Foster International

Foster International (FI) is a living and learning residence housing American and international undergraduates choosing to live in a diverse but close-knit community where they can share cross-cultural experiences, build international friendships, and take a one-credit course on intercultural living and other credit-bearing courses on international topics offered through the residence education program. Almost 20 years old, FI currently houses approximately 200 freshman and sophomores, two-thirds of whom are American and one-third of whom are international. Many of the international students are undergraduate business majors and the majority of them are from Asia; others are enrolled in IUB's intensive pre-academic English program. FI is governed by a student-run executive board, which plans programs and activities in consultation with the FI academic coordinator, a resident graduate supervisor, and one faculty advisor. Regular activities include international coffee hours, an international food fest, intramural sports, a guest speakers program, cultural celebrations and holidays, and spring and fall field trips. A weekly conversation club also exists for students in the intensive English program who want to practice their language skills with U.S. students living at FI.

In a joint effort of the language departments and residence hall administrators, FI also houses IUB's fledgling French-, German-, Japanese-, Russian-, and Spanish-language houses. Participants form closely-knit language groups, pledge to speak their languages as much as possible during their daily activities, and work with the academic coordinator to organize language-related events such as foreign films, lectures, and exhibits, which are open to other FI residents and the general public. The language houses also sponsor weekly language tables, where students and faculty meet for lunch or dinner for informal conversation. FI flourishes because of a dynamic collaboration among students, residence hall administrators, and language faculty all working together to promote a sense of international solidarity among undergraduates in a residential setting.

Challenges to Internationalization

In an era of dramatic world events and shrinking resources, universities are facing challenges of all kinds. At IUB, maintaining strength in area and international studies and in international faculty, and utilizing new technologies for international studies are among the most pressing internationalization issues.

Sweeping changes in the world over the past decade have combined to bring about a reexamination in universities of the relevance of the traditional interdisciplinary area studies approach to world knowledge and a shift to include more global approaches to such inquiry. At the same time, the arts and humanities disciplines, where international studies have traditionally thrived, have experienced diminishing student interest, in favor of the practical and applied knowledge offered by professional schools. While IUB is committed to maintaining its strengths in area studies concentrations, it also has had to be flexible in seeking new ways to build on those strengths while responding to demands for newer approaches and structures.

Two new programs have been established to respond to these changing interests. The first is the undergraduate international studies minor, described earlier, the interdisciplinary curriculum and global perspectives of which combine training in the arts and sciences with exposure to the professions.

The second is the newly proposed international studies major, which focuses on arts, humanities, and foreign language study in terms of broad interdisciplinary, thematically based perspectives that cut across regions and periods. Like the minor, the major is offered in conjunction with a bachelor's degree in a traditional academic discipline. Unlike the minor, however, the proposed major will require a strong foreign language component, a study-abroad component, and an area or geographic specialization in its examination of key issues of global concern. It is hoped that the proposed international major, like the minor, will attract students who wish to understand their changing world in broader humanistic and cross-cultural perspectives. Both the international studies major and the minor are intended to stimulate faculty to collaborate in developing curricula that reflect broader approaches to inquiry and instruction while encouraging students to deepen their curiosity of other cultures and acquire practical exposure to the same through study abroad. Both programs are attempts to better integrate the international strengths that already exist in different domains of the university and bring about greater thematic coherence to IUB's interdisciplinary international curricula.

Many faculty in the interdisciplinary area studies programs are approaching the age of retirement. A great challenge for IUB in the near future will be replacing these international specialists. Since departments have the authority to decide the areas of research of any new faculty hires, there is no assurance that these area and interdisciplinary specialists will necessarily be replaced by scholars in similar disciplines. A second factor is the overall retrenchment of faculty positions that has taken place within the last decade, partly due to budgetary constraints. If IUB is to maintain its lead in international expertise, replacing some regionally specialized faculty in the core humanities and social science disciplines will be crucial.

The tremendous growth of information technology presents numerous possibilities for advancing international education. IUB is already recognized as one of the nation's "most wired" campuses and a national leader in information technology facilities and capabilities. However, the university has only just begun to explore the use of these new technologies to deliver international courses and content. The School of Continuing Education and the Center for the Study of Global Change are developing international studies courses that can be delivered via the Internet and thus be accessible to a larger student audience, not constrained by time or location. A pilot project to teach one of IUB's less-commonly taught languages (LCTLs) to students at another IU campus via interactive video is currently in progress.

Given the restricted teaching resources and typically low enrollments in such language courses, interactive video course delivery could be further exploited so that other IU campuses, and eventually other universities, could benefit from IUB's rich language offerings, thereby contributing to the continued viability of such LCTLs. Language technology is also just now beginning to receive attention from the language faculty, some of whom are currently developing interactive modules and materials that students can access via the Internet or on CD-ROM. Because information technology can so easily provide immediate access to high quality, authentic language materials and is so highly interactive, an investment in hiring staff specialists trained in language technology could dramatically enhance the university's capacity to be more effective and far-reaching in its foreign language instructional programs.

Both the international studies major and the minor are intended to stimulate faculty to collaborate in developing curricula that reflect broader approaches to inquiry and instruction while encouraging students to deepen their curiosity of other cultures and acquire practical exposure to the same through study abroad.

Next Steps for Internationalization at Indiana University

Indiana University's abundant international resources, which have continuously evolved over a 50-year period, have won the university its reputation as a leader in area and international studies. These resources exist at all levels of the university: academic and professional curricula; undergraduate and graduate degrees, minors, and certificates; faculty recruited from around the world; library, archival, and museum collections; rich offerings in foreign languages; area and international research centers and institutes; a far-flung network of institutional linkages and exchanges; a large, diverse international population of students, faculty, staff, and visiting scholars; and nonacademic support programs that promote international outreach to the community and general public.

IUB now needs to reflect on how best to harness its diverse international resources to bring about a deeper, more cohesive degree of internationalization, especially at the level of general undergraduate education. More than ever before, it is critical that today's young people acquire the necessary knowledge and tools to help them understand and function in a world of new global realities. An important and logical next step for IUB would be to develop a university-wide internationalization strategy that would involve all the colleges, schools, and campuses with specific objectives for defining and measuring the international knowledge, skills, and perspectives that undergraduates are expected to have, whatever their major or specialization, and that would demonstrate their international competence. In the highly decentralized structure of an institution as large and complex as IU Bloomington, this will not be easy. However, such an effort would enable the university to reach a new level of excellence in international education.

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Kapi'olani Community College

Leon Richards and Robert Franco

Kapi'olani Community College (KCC), one of 10 campuses in the University of Hawai'i (UH) system, offers comprehensive programs leading to the Associate of Arts degree in liberal arts and Associate of Science degrees in various 21st century career fields, as well as university transfer and certificates. Kapi'olani is located in Honolulu on the island of O'ahu, more than 2,300 miles from the west coast of the United States. A bridge community between Asia and the Americas, Honolulu boasts an incredibly diverse citizenry, including a mixture of Native Hawaiians, Euro-Americans, Chinese, Japanese, Koreans, Filipinos, Samoans, Micronesians, and Southeast Asians.

The demography of the Kapi'olani student body mirrors this diversity (see Table 1: Kapi'olani Enrollments by Ethnicity). In fall 2001, the college enrolled 7,203 students (4,405 FTE)—more lower-division students than any other campus in the University of Hawai'i system.

In line with its location and demographic profile, Kapi'olani's educational focus is decidedly international. Key components of this focus include:

- A curricular emphasis on the Asia-Pacific region that is thoroughly integrated into classroom pedagogies and designed to develop socially responsible and economically productive local, national, and global citizens.

TABLE 1:
Kapi'olani Enrollments by Ethnicity, Fall 2001

Ethnicity	Percent of Total
ASIAN/PACIFIC ISLANDER	68
Hawaiian/Part Hawaiian	10
Japanese	22
Chinese	9
Korean	5
Filipino	13
Other Asian	2
Pacific Islander	2
Mixed Asian/Pacific Islander	5
CAUCASIAN	13
MIXED	11
OTHER	8
Total	100

- A series of innovative co-curricular programs.
- Community- and Internet-based learning opportunities, as well as study abroad.

KCC's commitment to multicultural and international education is popular among students, many of whom indicate it was a deciding factor in their choice of college.

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Notable Kapi'olani offerings include the largest number of liberal arts and transfer programs in the University of Hawai'i system; the state's only nursing and health sciences training center; and high-quality training programs in hotel operations, tour and travel, business education, and legal assisting. Further, the college's culinary arts program, modeled on the Culinary Institute of America, attracts and trains chefs from throughout the Asia-Pacific region, and will soon be expanded with $2.5 million from a University of Hawai'i Foundation fund-raising drive.

Internationalization Goals

Hawai'i is at once both a place of assimilation and enduring commitment to traditional beliefs and values. These opposing but compatible sentiments have resulted in the creation of an island community that John F. Kennedy once described as "what the rest of the world is trying to become."

To learn from and integrate the forces of culture past and present, Kapi'olani, in 1986, launched a comprehensive cross-curricular initiative focusing on Hawai'i's connections to Asia, the Pacific, and the Americas—the ancestral homelands of Hawai'i's contemporary multiethnic population. Three years later, informed by a landmark American Association of Community Colleges publication, *Building Community*, that directed community colleges to play a vastly expanded role in international education, KCC unveiled a new initiative, the Kapi'olani Asia-Pacific Emphasis (KAPE), through which it began to develop curricula and programs rooted in the experiences of local students and that address issues of the wider Asia-Pacific region.

Throughout the 1990s, Kapi'olani continued to internationalize, working to expand its curricular and professional development bridge between Asia, the Pacific, and the Americas. In doing so, its goal has been to provide national leadership in promoting educational outcomes that prepare students for lives as socially responsible and economically productive local, national, and global citizens. At the heart of this charge is KCC's vision that internationalization must:

- Build on and support the languages, cultures, and histories of Hawai'i's people.
- Develop students' capacity to understand and respect diverse cultures.
- Build strong educational and economic partnerships in Asia, the Pacific, and the Americas.

These beliefs complement specific objectives in the Kapi'olani Strategic Plan, 1997-2007, designed to champion diversity:

- Strengthen KCC as a premier resource in Hawaiian, Pacific Island, and Asian programs.
- Enrich the curriculum with an intercultural emphasis on Hawai'i, the Pacific Islands, and Asia.
- Become a major site for the development of instructional resources and languages of Hawai'i, the Pacific Islands, and Asia.
- Shape a campus environment that reflects the Hawaiian, Pacific Island, and Asian diversity of the local community.
- Recruit and retain students, faculty, staff, and administrators, especially Hawaiians, from under-represented groups.
- Promote a respect for differences.

Organization and Coordination of Internationalization

KCC's senior academic dean oversees the development of the college's international education programs and activities, including KAPE and more than two dozen international institutional partnerships. Under the dean's guidance, KAPE, for most of its history, has been managed by a revolving pair of faculty members as a three-credit, per semester assignment for each. Typically, these faculty coordinators have come from the social sciences and humanities, although language arts professors also have served in this role. In matters of international planning and decision making, the faculty coordinators receive support from the entire administrative staff and work closely with a KAPE committee, comprising faculty from the liberal arts and career programs. Three current campus administrators were formerly KAPE coordinators, so there exists a strong commitment to internationalization across faculty and administrative cultures. A single faculty member works closely with the KAPE committee to coordinate the college's Asia-Pacific festival, held annually during the week preceding spring break. In general, the college benefits significantly from the expertise and sense of community shown by faculty with demonstrated international expertise and commitment.

In 1999, the Honda International Center for International Students, Programs, and Affairs opened on the KCC campus to provide multicultural and international opportunities for students, faculty, and staff. The Honda Center, a system-wide resource available to members of the seven University of Hawai'i community colleges, supports local and international workforce development and training partnerships in new fields identified as promising by the state's Department of Business and Economic Development. These include: new media arts; biotechnology; exercise and sports science; eBusiness; information technology; nursing and health sciences; and hospitality and tourism education. The center also coordinates and manages international student enrollments, workforce development programs, education and contract training, and academic exchange and study abroad.

With the establishment of the Honda Center, KCC's senior academic dean (now acting provost) became international education director for the University of Hawai'i Community College (UHCC) system and represents the system as a member of the Community Colleges for International Development (CCID) consortium. CCID brings together American and international colleges to pursue formal higher education and economic activities worldwide, and offers more than 300 programs in technical/vocational education, plus quality college transfer and community service and service-learning programs.

Financial Support and Resource Allocation

KCC's provost office provides substantial leadership and advocacy for international education in the UH system, and in policy discussions with the UH Board of Regents and the state legislature. The provost also provides UH Foundation funds for special events, such as hosting the college's Asia-Pacific international institutional partners. Support for faculty development comes from the general curriculum fund managed by the senior academic dean. The Honda Center, funded through a private endowment, also supports faculty and staff development focused on the needs of international students, as well as local students interested in expanding their international knowledge and experience.

In 1999, the Honda International Center for International Students, Programs, and Affairs opened on the KCC campus to provide multicultural and international opportunities for students, faculty, and staff.

Over the last two decades, KCC has received significant national and international recognition and funding as a leading institution in international and multicultural education. In recent years, external monies have funded the following:

- Summer Seminar Abroad travel to Malaysia and Singapore for 14 faculty from across the United States–a KCC political science professor will lead the seminar and a KCC geography professor and library technology specialist will participate (Fulbright-Hays, U.S.E.D., 2002).
- A project linking KCC's culinary and tour and travel programs with institutions of higher education in Sri Lanka (U.S. Agency for International Development, 1998–2000).
- A project focusing on HIV/AIDS awareness in Asia-Pacific region and Hawai'i. Through the project, KCC became the state's center for World AIDS Day ceremonies; developed student peer educator teams and HIV companions; and engaged with the Population Institute of the East-West Center, a U.S. State Department–funded international research center, on contemporary HIV/AIDS issues in the Asia-Pacific region. KCC faculty also presented project information at the World AIDS Conference in Geneva, Switzerland (Centers for Disease Control, 1996–2000).
- Summer Seminar Abroad travel to Japan for 14 faculty. As a result of the visit, new curriculum was integrated into the college's Asian studies web site (Fulbright-Hays, U.S.E.D., 1997).
- Recognition as a mentor institution in the Exploring America's Communities Project. A KCC anthropology professor mentored other community colleges in developing Asian- and Pacific Island-American curriculum and pedagogy (National Endowment for the Humanities, 1994–96).
- A project designed to integrate service learning into a multicultural writing curriculum (Corporation for National Service, 1994–96).
- Recognition as a Beacon College in International Education (Kellogg Foundation, 1990–95).
- Kapi'olani Asia-Pacific Emphasis (Title VI, 1989).

Additional funds for international programming have come from Title III, the Hawai'i Council for the Humanities, Community Colleges in International Development Inc., the University of Hawai'i President's Diversity Initiative, and the Asian Studies Development Program at the East-West Center.

International Dimensions of the Curriculum and Co-curriculum

Since 1987, KCC has offered a thorough, competency-based curriculum in its liberal arts and career programs that emphasizes learning outcomes–that is, the actual abilities that students should acquire in classes and programs of study. (Competence is defined as the ability to make conscious and informed use of knowledge, skills, and attitudes relevant to a particular situation.) The practice of identifying explicit competencies for each course, degree, program, and department ensures a solid curricular foundation, and provides a basis for developing new courses. The college has used this framework to internationalize its curriculum through the Asia-Pacific emphasis. The success in implementing KAPE in a short period of time is remarkable. To date, nearly 50 percent of faculty have participated in planning and developments related

to KAPE, and approximately 50 percent of all courses include Hawaiian, Pacific, and/or Asian content.

Faculty curriculum development efforts are enhanced through overseas travel opportunities supported primarily by external funds. For example, the college has received two Fulbright-Hays Summer Seminar abroad grants for study in Asia, as well as support from The Ford Foundation for travel in the Pacific Islands. The college's numerous institutional partnerships have supported both administrative and faculty travel to Asia, and the college's role in providing service learning and technical training has drawn funding for faculty travel to the Pacific Islands.

Ongoing curriculum development efforts focus on integrating indigenous, multicultural, and international content across the liberal arts and career programs. To provide a more visible curricular structure, the college has created two Academic Subject Certificates in Hawaiian-Pacific studies and Asian studies. The certificates require students to complete approximately 24 credits in general education courses with substantial indigenous, multicultural, or international content, and 14 credits of Hawaiian or a foreign language (Japanese, Mandarin, Korean, Tagalog, Samoan, Spanish, or French), all of which meet Associate of Arts and baccalaureate requirements.

KCC's campus environment reflects the college's commitment to international diversity, with architecture, sculpture, and landscape all managed in ways that symbolically value multicultural and international understanding and respect. For example, the campus's main library is named after the Lama plant, which Hawaiians used to provide light in the darkness, and other campus buildings bear the names of plants indigenous to the tropical Polynesia and Southeast Asia region, providing a metaphorical link to the KAPE program. Service-learning students in ethnobotany courses cultivate and maintain such plantings, thus underscoring the link between people and places.

Outside the classroom, KCC offers a wealth of programs and activities in support of its international orientation. An especially popular event is the college's Asia-Pacific Festival. Held each March, the festival runs for an entire week and explores and celebrates Hawai'i's Pacific and Asian past, present, and future. The festival brings together performing artists, craftspersons, scholars, community-based supporters, and hundreds of students and local residents, forming an experience rich with the sounds, sights, smells, tastes, and feelings of various Asian and Pacific cultures. Always favored by attendees are the numerous traditional demonstrations sponsored by KCC's international student clubs. Another popular annual event, India Night, is sponsored by a local Indian family and brings together the costumes and customs of India, along with culinary delights prepared by Asia-Pacific master chefs affiliated with KCC's culinary program.

Located in the Honda International Center, KCC's International Café is an informal gathering place where local and international students meet for cultural and language exchanges. Language tutoring is one of the most popular features of the International Café. Students enrolled in Japanese 101, for example, can find ample native Japanese speakers with whom to converse in exchange for help on homework or the like. Many students from KCC's overflowing ESL classes spend time in the International Café practicing their English, learning the local dialect (called "pidgin"), and learning about American pop culture from local students. International Café participants also are encouraged to prepare cultural presentations for their fellow stu-

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dents. For example, two women from Micronesia conducted a presentation on life in Kosrae and the Marshall Islands; another student gave a multimedia presentation on the family's four-generation practice of Japanese arrow making; and an Egyptian student presented information to the entire campus on Egyptian history and culture, including Egyptian food and belly dancing.

Student clubs focus on the languages and cultures, as well as current events, of specific national and ethnic groups. Clubs welcome members of these groups as well as other students interested in their cultures and contemporary issues. Throughout the year, these clubs and their faculty advisors invite internationally renowned guest speakers to campus. These noted experts are sponsored by the Pacific and Asian Affairs Council, the East-West Center, and the School of Hawaiian, Asian, and Pacific Studies at University of Hawai'i, Manoa.

Study-abroad opportunities have been provided through institutional student exchange agreements, the University of Hawai'i study-abroad office, and specific partnerships, such as with Kamehameha Schools, which supported Native Hawaiian students who traveled to New Zealand to study with the Maori people. During 2000-01, 125 UHCC students went to Asia and the Pacific for study in language and culture, art, engineering, hotel management, and culinary arts.

Internationalization Highlights

Three aspects of KCC's many international initiatives are especially noteworthy: faculty and administrative leadership; high-quality language programs; and faculty expertise.

Faculty and Administrative Leadership

The development of a faculty leadership model for the Asia-Pacific Emphasis has reaped major dividends, in terms of sustaining innovation in international education. This leadership model, which involves participation in summer curriculum development institutes as well as broad-based faculty involvement, increases both resident expertise and the sense of community and teamwork among faculty. Many faculty have had the opportunity to help manage KAPE and some have subsequently moved into supportive administrative positions. Administrative leadership, guided by sustained campus and system policies and planning documents, has effectively mobilized faculty effort and contributed to external resource and partnership development.

High-quality Language Programs

KCC is the only campus in the UHCC system with a one-year Hawaiian or foreign language requirement for the Associate in Arts degree. Because the University of Hawai'i has a two-year Hawaiian/foreign language requirement for its bachelor's degree, hundreds of transfer students complete this requirement each year by choosing from KCC's impressive range of offerings, including Hawaiian, Japanese, Chinese, Korean, Tagalog, Samoan, Russian, French, and Spanish.

KCC also educates 1,500 English as a Second Language students each year, who then enter either liberal arts or career programs. For 86 percent of these students, an East or Southeast Asian language is their first language; 9 percent speak a

Micronesian or Polynesian language as their first language. The college also is home to the Gallaudet Regional Center, which supports the educational success of hearing-impaired students from the Asia-Pacific region and provides a two-year program in American Sign Language. With such robust foreign language learning opportunities, KCC has created a comprehensive language and cultural bridge for students of all ethnic backgrounds and abilities.

Faculty Expertise

Over the last two decades, the college has been able to recruit and retain a large cadre of faculty with substantial Hawaiian, Pacific, and Asian expertise and commitment. Many of these faculty have completed advanced degrees at the University of Hawai'i or have conducted research at the East-West Center, and significant numbers have taken advantage of rich, ongoing opportunities for faculty development. The college has successfully cultivated both intellectual breadth and depth in its faculty.

Challenges to Internationalization

In advancing campus internationalization, members of the KCC community have overcome numerous structural and procedural obstacles, artifacts of old ways of thinking and acting. Despite a number of notable successes, significant challenges remain. Three of the most pressing current concerns relate to expanding and improving communication, generating additional resources, and furthering the internationalization agenda's impact on students.

Reflection and communication are prerequisites for successful change. With a well-honed vision, solid supporting documentation from university and college strategic plans, and much hard work, KCC faculty and administrators have been successful in recent years in implementing the college's Asian-Pacific Emphasis and other international education initiatives. The pace and breadth of these changes have been so significant, however, that little effort has been dedicated to sharing certain accomplishments and future hopes for international education with the wider campus and community. This needs to change. Improving communication and feedback will benefit future action by better informing efforts to integrate disparate activities, including new voices in conversations about next steps, and promoting a heightened sense of group ownership of KCC's international education activities.

Insufficient state financial resources have inspired KCC officials to develop numerous external resources and partnerships. However, resource and partnership development increases the challenge of communication and integration. Although faculty and staff strive to identify resources and partnerships that have the closest fit with the college's strategic plans, such activities can simultaneously invigorate, sidetrack, and sap energy. KCC is currently in the process of developing a new five-year strategic plan that will place integrated international education and globalization more centrally in the college's general fund budget priorities.

As an institution committed to student learning, KCC needs to improve the articulation of international learning outcomes and develop ways of assessing whether those outcomes are achieved. To guide these efforts, the following question is helpful: For the college to be successful in internationalization, what should students know and be able to do? Two other areas also require immediate improvement to promote enhanced international learning: the development of additional study-abroad opportunities, and improved efforts to enhance learning interactions between local and international students on campus.

As an institution committed to student learning, KCC needs to improve the articulation of international learning outcomes and develop ways of assessing whether those outcomes are achieved.

Next Steps for Internationalization at Kapi'olani

Emboldened by positive feedback on the college's shift to a more international focus, efforts are now underway for an even more ambitious international emphasis. Dubbed the integrated international education and globalization (IIEG) emphasis, this new plan for campus change will pursue curricular and co-curricular developments focusing on:

- The cultures, histories, and languages of indigenous and multicultural Hawai'i.
- The cultures, histories, and languages of Oceania and Asia.
- Contemporary interactions among nations, territories, states, and indigenous peoples.
- Evolving globalization.
- Social and civic responsibility at the local, national, and global levels.

In implementing these five components, a first step is to identify faculty and courses in which IIEG can be emphasized. This should lead to a deeper conversation among faculty about learning outcomes for students related to these foci. Eventually, faculty should be able to explicitly answer the question, "If a student successfully completes a course in each of these five areas, what should he or she know and be able to do?"

The college is also currently addressing communications issues. As a first step, a full report of KCC's international activities, programs, and vision will be shared with faculty, counselors, students, and administrators. Further work on the campus strategic plan by faculty appointed as IIEG leaders also will enhance communication and have a positive influence on funding for the IIEG emphasis. And a faculty retreat and summer workshop are planned to collect advice about how best to incorporate the new IIEG focus into the institution's strategic mission.

Also pending are plans to improve and/or expand the college's language programs, in-class and online curriculum development, service learning, study abroad, and global citizenship programming. In short, much progress has been made, but much remains to be done before realizing KCC's goal of becoming an island college with a global reach.

Author Information

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Missouri Southern State College

Chad Stebbins and J. Larry Martin

Located in Joplin, a city of 45,000 in the southwest corner of the state, Missouri Southern State College is a state-supported, comprehensive, liberal arts college with a fall 2001 enrollment of 5,899 (3,863 full time, 2,036 part time). The college offers programs leading to the baccalaureate degree, continuing education courses, and a number of two-year programs in technical and vocational areas. Central to Missouri Southern's mission is an emphasis on teaching and a strong commitment to the liberal arts and international education.

A faculty-led review and revision of the college's general education requirement identified the need for students to become more globally aware in order to compete for jobs in the changing economy. In 1990, the Missouri Southern Board of Regents approved an international education focus for the college and, in 1995, Missouri's governor signed a law that enhanced Missouri Southern's mission by adding an international dimension to existing programs.

Internationalization Goals

According to Missouri Southern's mission statement, "Inherent to our international approach to undergraduate education is the college's desire to prepare its students to understand world affairs, international issues, and other cultures, as seen through their history, geography, language, literature, philosophy, economics, and politics. Knowledge and understanding of other cultures of the world also promote better understanding of our own valuable cultural diversity."

Missouri Southern's primary goal is to enhance all academic programs through an emphasis on international education. To that end, the college has identified five learner-centered objectives:

- Graduates will have an understanding of how cultures and societies around the world are formed, sustained, and evolve.
- Graduates will have empathy for the values and perspectives of cultures other than their own and an awareness of international and multicultural influences in their own lives.
- Graduates will be able to identify and discuss international issues and cultures other than their own.
- Graduates will have communicative competence in a second or third language.
- Graduates will have experienced or desire to experience a culture other than their own.

Missouri Southern also has established two additional goals relating to its international mission. The first, to heighten community awareness of international issues, cultures, and languages other than their own by using institutional expertise, includes the following objectives:

- The community will have the opportunity to attend a variety of international lectures and cultural events on the campus, at no charge.
- Students in grades K-12 will see an increased emphasis on foreign language instruction through the International Language Resource Center.
- Area organizations and individuals presently or wishing to become involved in international trade will be able to access consulting and research assistance through the International Trade and Quality Center.
- The community will have the opportunity to enjoy the best work of creative directors and performers from around the world.

The other goal, to develop international resource centers by using institutional expertise to serve targeted communities, maintains these objectives:

- To help Missouri's immigrants, refugees, and other limited English-speaking persons smoothly transition into American society, through the Missouri Multicultural Network web site, an all-encompassing information clearinghouse (www.mssc.edu/missouri).
- To assist U.S. higher education institutions that wish to devise, implement, and maintain effective programs in international education through the National Center for International Education site (www.mssc.edu/ncie).
- To provide weekly newspaper editors from around the world with a forum to improve standards of editorial writing and news reporting and to encourage strong, independent editorial voices, through the International Society of Weekly Newspaper Editors (www.iswne.org).
- To provide journalism students from throughout the world with a forum in which to exchange ideas, collaborate on special projects, and share articles and photographs through International Crossroads.
- To encourage educators, researchers, and postsecondary students to improve their teaching and study of South Asian history and culture through Project South Asia, a web-based digital library (www.mssc.edu/projectsouthasia).

Organization and Coordination of Internationalization

Missouri Southern's internationalization efforts are managed through the Institute of International Studies. Established in 1996, the Institute was charged with promoting 15 specific action activities and goals:

- Encourage a pervasive, global dimension in all of the college's curricula.
- Develop specific international courses.
- Create an interdisciplinary major in international studies.
- Create a certificate or minor in international studies.
- Expand the international enhancement of courses.
- Expand and enrich foreign-language offerings.
- Expand study-abroad opportunities for students and faculty.
- Develop internships abroad for students.

- Develop a major in International Business.
- Develop a Center for International Trade.
- Work with K-12 schools to promote the study of foreign languages and geography.
- Develop the International Language Resource Center to support of schools, businesses, and organizations.
- Assist international students and visiting scholars.
- Develop an Intensive English Dual Program for international students.
- Enhance internationalization across the campus through the development of workshops, foreign language competitions, seminars, teleconferences, among other activities.

The Institute of International Studies has a staff of four–a director, an assistant, a secretary, and a person responsible for maintaining the Missouri Multicultural Network and National Center for International Education web sites. The assistant is responsible for aiding incoming international students, coordinating student and bilateral exchange programs, planning orientation sessions, and helping international faculty with their H-1B visa employment status.

Although the director of the Institute of International Studies has the primary responsibility for internationalization, considerable direction comes from Missouri Southern's president and from the vice president for academic affairs. The college's four school deans also are advocates of the international mission and encourage department heads and faculty to seek innovative ways to infuse internationalization throughout the curriculum. A grants committee, consisting of the four school deans, a faculty member from each of the four schools, and the director of international studies, determines which faculty and student applications for study abroad will be funded each year.

Financial Support and Resource Allocation

Missouri Southern receives $2.4 million annually from the state of Missouri for international mission enhancement. The college has leveraged these state dollars by writing grants for additional funding. Under a $55,000 Title VI grant from the U.S. Department of Education, Missouri Southern's Department of Biology began internationalizing its program in environmental health, one of only 25 accredited undergraduate programs in the nation. The program began establishing bilateral agreements with universities in Latin America that involved the exchange of students and internship placements. The same Title VI grant also allowed the college to begin an annual publication by journalism students from around the world, produced on the Missouri Southern campus, called *International Crossroads*. Faculty from the Department of Communications visited universities in Austria, Cote d'Ivoire, France, Germany, and Senegal in establishing this publication. Additionally, a $70,000 grant from the National Security Education Program enabled the college to create Project South Asia, a web-based digital library for improving the study and teaching of South Asia, focusing especially on India and Pakistan. Project South Asia also received a $15,000 grant from the Gladys Krieble Delmas Foundation, a private foundation in New York.

The college spends more than $1 million of its $2.4 million allotment from the state for salaries and benefits of faculty members, mainly those hired for foreign languages and international business.

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Nearly $275,000 is devoted to support for students studying abroad and $100,000 to faculty travel and study abroad. Other programs that also receive an annual budget include the International Language Resource Center, Spanish Village, International Trade and Quality Center, Intensive English Program, International Student Exchange Program, Model UN Club and Arab League, and TESOL program. Missouri Southern's international "themed" semester, including the Gockel International Symposium, receives up to $40,000 annually. Remaining funds go toward student wages, supplies, postage and telephone expenses, printing, dues and memberships, international internships, internationalizing the curriculum grants, special projects, and equipment.

International Dimensions of the Curriculum and Co-curriculum

The most distinctive aspect of Missouri Southern's effort to internationalize the curriculum, and the one with the most tangible effect throughout the campus community, has been the designation of "themed semesters." Each fall, a particular region of the world is selected to become the focus of intensive study: Individual departments on campus incorporate relevant aspects of the chosen region in their courses, student journalists travel to that part of the world and write articles for a special edition of the college newspaper, *The Chart*, and special events are open to the college community and the public. The Harry and Berniece Gockel Symposium inaugurates the themed semester; top scholars in the respective field give insight into the problems and potentials of the region. Previous themed semesters have focused on China (1997), Africa (1998), Latin America (1999), America (2000), Japan (2001), and India (2002).

The Japan Semester featured renowned experts speaking on such topics as "Modern Japanese Literature's Ten Greatest Hits," "Degrees of Cultural Accuracy in *Memoirs of a Geisha*," "The Making of the Samurai: From Wild Warriors to the Way of the Warrior," and "Living Tradition of Japan Today Through Theatre Forms and Martial Arts," a lecture/demonstration on the Japanese tradition of tea ceremonies by a certified Japanese tea master, and performances by a Japanese dance company and a taiko drum ensemble. The title of the Gockel International Symposium was "Rising Sun, Looming Crisis: Japan Facing Reform and Transition in a New Millennium," with three scholars addressing the Japanese economy and Prime Minister Koizumi's attempt to bring economic reform to the Japanese. In addition, five editors from *The Chart* spent two weeks in Japan producing stories and photographs on Japanese culture, media, the role of women, religion, cuisine, fashion, transportation, baseball, and sumo wrestling for a special 24-page section of the newspaper, while students from Ryukoku University in Kyoto, Japan, wrote stories on Kyoto, Japanese traditions, religion, art, and business for a 60-page edition of *International Crossroads*.

The international mission also is evident from changes made in the curriculum. The recently developed International Studies major allows both flexibility and structure for the student who desires an international career. Required courses include Introduction to International Studies, Contemporary World Civilizations, Comparative Political Economy, International Techno-Trends, World Humanities, and World Environmental Issues. Intellectual rigor is built into the program through the requirement of a senior thesis and an 18-hour foreign language requirement.

An important feature of Missouri Southern's general education program is the block of courses known as Area 5, that is, courses with an international focus. All Missouri Southern graduates are required to have taken at least one of these courses, which include foreign languages, international geography, comparative cultures, intercultural communication, comparative religion, and international cultural studies.

Missouri Southern students can select from a wide variety of foreign languages, more than those offered by most public institutions of comparable size. Students may major in French, German, or Spanish; minors are available in those languages plus Chinese, Japanese, and Russian. The number of foreign language majors and minors has increased substantially during the past five years. The college offers beginning-, intermediate-, and advanced-level courses in each of the six languages in both spring and fall semesters. The 2001 fall course schedule also included such topics as Hispanic Drama, Latin American Literature, Advanced German Syntax, Francophone Literature, and Advanced Japanese. Except for the Spanish major and French and German minors, the other programs were all put into place after Missouri Southern set its international mission.

One indication of the manner in which the international mission permeates the curriculum is the number of courses with an international focus. The 2001–02 college catalog lists a total of 1,035 courses from the schools of Arts and Sciences, Business, Education, Technology, and the Institute of International Studies and honors program. Of that number, 125 (12 percent) are either international courses or courses with a predominantly international focus. The permanent courses that faculty have added in recent years reflect a similar trend: 9 percent of new courses added in 1999–2000 and 14 percent of those added in 2000–01 were international courses. Records of the proceedings of the academic policies committee indicate that 52 percent of the accepted course petitions in 1999–2000 and 22 percent of those from the 2000–01 academic year were international courses. These figures demonstrate the willingness of faculty to respond creatively by developing new courses that meet current interests of students or that support the institutional efforts to internationalize the curriculum.

Individual departments have initiated specific responses to international education. The education department provides students with extensive resources related to the themed semesters and offers the option to complete part of the student teaching requirement at a school in England. The nursing department urges students to take a foreign language and designs modules that focus on health care abroad, usually related to the themed semester.

Since the inception of its international mission, Missouri Southern has realized an increase of more than 400 percent in the number of international students seeking admission. In numeric terms, this equates to a current total of 104 students, or roughly 2 percent of the college's fall 2001 enrollment. This increase is mainly attributable to the publicity on its international mission that Missouri Southern has received in print media around the world, the promotion of the international mission on the campus web site, and the low cost of its tuition compared with that of other mid-size U.S. colleges and universities. Many students join the International Club, which also has attracted American students on campus. At the annual Food Feast, students from many countries prepare typical dishes from their region for about 700 guests. The Food Feast is a very popular event in the local community and enables the international students to raise money for travel.

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Since 1995, the number of international faculty members on campus has increased from four to 12. International faculty are currently responsible for teaching and research in German, Japanese, Russian, and Spanish language and literature, international business, economics, mathematics, sociology, computer-aided drafting and design, and manufacturing information management systems. Many of the programs central to the international mission are headed by international faculty.

The International Language Resource Center (ILRC) provides numerous services to the college and the surrounding communities. The center maintains a large collection of educational materials, including 140 audio items, 535 books, eight laser disks, 52 software items, and 836 videocassettes in 27 languages. Each year, the ILRC receives about 200 requests for materials from members of the college community and another 100 requests from local high school and middle school teachers. The ILRC also provides free tutoring services for students in each of the six languages taught at the college.

Another area of outreach activities is after-school foreign language classes designed by the ILRC director and taught by Missouri Southern students. A dozen classes are offered each semester in area public schools, at the Joplin Public Library, and on the Missouri Southern campus. The languages taught include Chinese, French, German, Japanese, Russian, and Spanish. Total enrollment in these classes is now more than 250 students per semester. These efforts have increased interest in language learning and provided a vital service for school districts that could not afford to introduce languages at the elementary school level. The ILRC also sponsors workshops for foreign language teachers in the area; these are available at no cost to college faculty and high school teachers who wish to participate.

The Missouri Southern annual Modern Foreign Language Field Day has been attracting an increasing number of area junior high and high school students: from 500 in 1996 to 1,200 in 2001. The day's events give local students the opportunity to participate in 36 competitions conducted in French, German, and Spanish, such as "culture bowl," a geography quiz, poetry reading, poster contest, reading comprehension, vocabulary recognition, and various skits. The results of all written competitions are available for area teachers, who use the results to compare their students' performance to that of their peers. Teachers and students repeatedly express their enthusiasm for the event. To reach younger students and promote the early study of foreign language, Missouri Southern also offers a special summer immersion Spanish camp, Villa Española (Spanish Village), for children ages 8–13. The Village's mission is to develop Spanish-language skills, encourage understanding of other cultures, and educate responsible citizens with a global perspective. Villagers have a great time learning the Spanish language, the geography of the Spanish-speaking world, and its cultures, crafts, songs, and dances. They also work on computers and communicate via the Internet with children in Mexico. In six years, the Village has grown from 26 to 86 participants, more than three times its original size.

The student publication, *International Crossroads*, also has become a means of acquainting Missouri Southern students with international perspectives. Students from universities around the world, often partner universities, are invited to submit articles. The purposes of the annual magazine are threefold: to dispel cross-cultural

stereotypes; to glimpse the social nuances of varying world cultures; and to offer student journalists a broader audience with which to communicate. A group of journalism students from the University of Vienna produced the 2000 issue, titled "Very Vienna." The students and their professor then visited Joplin to participate in a weeklong International Conference on Multicultural Journalism, and most remained for an additional period to serve internships at local media outlets.

Internationalization Highlights

A key strategy implemented as a result of the 1995 mission enhancement has been development of and support for a number of study-abroad programs, giving students a variety of options while generating awareness of and enthusiasm for the international mission. As a result, the college has realized a steady increase in the number of students going abroad. In 2000-01, 237 students, or roughly 12 percent of eligible students (those with a minimum 2.5 grade point average and full-time status), engaged in short-term study abroad, onsite classes in Costa Rica, student teaching in England, or long-term study abroad. Of those students, 158 received study-abroad grants averaging $1,729. Most of the grants were for short-term travel sponsored by individual academic departments.

Since 1995, when money became available to support faculty study abroad, 53 percent of Missouri Southern faculty have traveled outside the United States. Overall, faculty have a very positive attitude toward the international mission and study-abroad programs, as well as toward international education in general. Faculty who have traveled are significantly more positive about the mission and programs than those who have not. Faculty study-abroad grants enable faculty to accompany groups of students abroad, attend international conferences, or visit sites related to their research projects. For the 2000-01 academic year, faculty travel grants totaling $90,795 were awarded to 38 faculty. By internationalizing the curriculum grants, faculty can enrich courses with international perspectives or materials. Some of the projects funded during the past academic year include developing international internships for students, purchasing Asian religion and philosophy materials for the library, acquiring items for the college's collection of African art, bringing an elementary teacher from Brazil and an education professor from Costa Rica to the campus for a week, developing a "Survival Japanese" multimedia CD, and generating a series of seminars on international marketing.

Challenges to Internationalization

The long-term goal of internationalization at Missouri Southern continues to be an international education culture that permeates the institution and curriculum. In order for the international mission to have its desired effect, the entire college curriculum must be infused with a global perspective. Given the socio-demographics of the college's student body and the region's population, a special approach to internationalizing the curriculum is warranted. For example, Missouri Southern enrolls many part-time students who are older than traditional college students, employed, and have families. This inhibits use of the typical strategies for promoting international education among traditional-age students, such as extended trips and study abroad. A number of Missouri Southern students are unwilling to risk job loss or lost pay to engage in international experiences, even when they have an interest in doing so. Additionally, most students are unwilling to support the additional expenses associated

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with travel or study abroad, especially because most come from working-class households that aren't able to provide full financial support. Finally, because 89 percent of Missouri Southern students are first-generation college students, they sometimes report a lack of support and understanding of their college pursuits from family members. This is especially the case when the area of study is "foreign"–literally and figuratively–to family members.

Another challenge has been the bold step of establishing a foreign language requirement for all students. Currently, Missouri Southern does not require a foreign language for college admission. An exit requirement in language study does exist for the Bachelor of Arts degree (12 credit hours) and some selected programs (such as the international business program, requiring three credits, and the international studies major, requiring 18 credits). The college has set a goal that in five years, at least 75 percent of its baccalaureate graduates must have taken two years of a foreign language at the high school level or two semesters of a foreign language at the college level. At the same time, the goal is that 30 percent of all students will be enrolled in a foreign language.

A final challenge is to make better use of existing technology for international education. The possibilities include student-to-student exchanges between Missouri Southern and foreign universities using e-mail, Internet chat, or videoconferencing; teaching courses by a team comprising a Missouri Southern professor and one from a foreign institution; video delivery over the Internet, with web-cams mounted on the PCs of the instructor and students; and streaming video. There are barriers to overcome, such as the lack of technological resources in some departments; a shortage of wired, interactive classrooms; and the current lack of a central clearinghouse on campus for those who seek international faculty or student collaborations.

Next Steps for Internationalization at Missouri Southern

Missouri Southern has constantly refined its approach to internationalization. While the original goal was to send as many faculty and students abroad as quickly as possible to generate enthusiasm for the international mission, the college has begun to emphasize semester-long study-abroad opportunities. The grants committee that determines which faculty and student study-abroad applications will be funded each year closely examines the applications to eliminate those with insufficient academic substance. The committee is also asking how the study-abroad experience will help the college meet its goals and bring long-term benefits to students. Although students who have studied abroad are expected to share their experiences in the classroom upon their return, little else has been required of them. They must submit a "full and comprehensive report" to the Institute of International Studies within 30 days of their return. Oftentimes, however, these reports are brief and contain only the sightseeing details of the trip rather than how the student's life was changed and enriched. The college would like to develop a more formalized accountability measure and require the students who received grants to make on-campus or civic presentations. Additionally, if students who studied abroad could be designated with an "SA" on class rosters, instructors could make better use of their experiences in the classroom.

In its five-year mission enhancement plan to the Missouri Coordinating Board for Higher Education, Missouri Southern has indicated that 7 percent of its full-time students will study abroad each year. Even

when that measure of progress is met, roughly 70 percent of all full-time students would not go abroad during their college careers. In order for the international mission to have its desired effect, the entire college curriculum must be infused with a global perspective. Progress is sometimes difficult to measure in this area, and college officials recognize that there remains much to accomplish. Some faculty have indicated that they need assistance in seeing the connections between their discipline and the college's international mission. And while Missouri Southern has established 16 bilateral agreements with universities in Chile, China, Costa Rica, Finland, France, Germany, India, Japan, Mexico, Sweden, and Taiwan, these have been used exclusively for student exchanges. The college believes it is imperative that it begin initiating faculty exchanges, collaborative research, and an organization of mutual courses and common conferences. Certainly the college must make better use of its videoconferencing classrooms, for example, to share information with universities around the world.

Missouri Southern remains committed to the continual assessment and reassessment of its international programs. By surveying incoming freshmen and graduating seniors on an annual basis, the college can determine whether graduates are meeting the five objectives associated with enhancing all academic programs through an emphasis on international education. One analysis of the 2001 results focused on the degree to which study-abroad experiences led students to engage in on-campus activities to broaden their international understanding. The results were encouraging. Students who had traveled outside the United States engaged in significantly more non-travel activities on campus than students who had not–in fact, all students who had traveled outside the United States engaged in at least some other activities. Moreover, they rated the international mission and study-abroad programs significantly more positively than students who had not traveled outside the United States.

In just a decade, Missouri Southern has taken a fledgling international program to well-developed and successful status. The fabric and culture of the campus has changed to one dominated by discussions of foreign languages, world affairs, and global markets. Students are majoring and minoring in Chinese, French, German, Japanese, Russian, and Spanish in record numbers; Missouri Southern's new International Business major is its fastest-growing one; schools and departments are planning activities for themed semesters and negotiating bilateral exchange agreements with universities around the globe; faculty are writing federal and private grants and competing for opportunities to internationalize the campus curriculum; and the number of students and faculty who study abroad every year continues to climb. While these advances are satisfying, they remain as yet incomplete. It is with enthusiasm and vigor therefore that Missouri Southern now moves forward with its vision of even greater international accomplishment.

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Tidewater Community College

Jeanne Natali, Barbara Johnson, John T. Dever, and Terry L. Jones

Tidewater Community College (TCC) is a comprehensive public community college located in the South Hampton Roads region of Virginia. Founded in 1968 as part of the Virginia Community College System (VCCS), the college has campuses in Chesapeake, Norfolk, Portsmouth, and Virginia Beach, as well as a regional Visual Arts Center in Olde Towne, Portsmouth, and the TCC Jeanne and George Roper Performing Arts Center in the theater district of downtown Norfolk. In its mission, the college states its dedication to "providing accessible, affordable educational opportunities that prepare students for employment, for transfer to other institutions, and for achievement of their professional and personal educational goals." The college also affirms its commitment "to sustaining partnerships with business, government, and the community of South Hampton Roads."

TCC is the largest postsecondary institution in the Hampton Roads metropolitan statistical area, which has a population of 1.5 million. In the 2001–02 academic year, the college anticipates serving over 32,000 students (14,245 FTE students), 59 percent of them women, in college transfer and workforce development programs. TCC enrolls 42 percent of all regional students attending colleges in Virginia. The college is the second largest member of the 23-college VCCS and is the 37th largest community college in the nation's 1,600-institution two-year college network. TCC is accredited to offer Associate in Arts (A.A.), Associate in Science (A.S.), and Associate in Applied Science (A.A.S.) degrees by the Commission on Colleges of the Southern Association of Colleges and Schools.

Fifty-two percent of TCC's students are enrolled in college transfer (A.A. and A.S.) programs. Of the remaining students, 29 percent are enrolled in college-credit programs leading to occupational or technical A.A.S. degrees or certificates, and 19 percent are noncurricular. The typical TCC student is older than the traditional college age and frequently is the first member of his or her family to attend college. Thirty-seven percent of TCC's students are 30 years of age or older; however, a large and growing number of TCC's students are recent high school graduates. The majority of TCC's students (67 percent) are enrolled part time, and approximately 74 percent are employed while enrolled. Last year, TCC's student population included 92 individuals classified as international students (F-1 visa holders); 283 students were enrolled in English-as-a-Second Language (ESL) courses. TCC currently employs 269 full-time teaching faculty, 85 full-time administrative and professional faculty, and 720 adjunct faculty.

Internationalization Goals

TCC recently completed several years of intensive discussion among various constituent groups to develop a strategic plan and set priorities and goals as it works toward the institutional vision of becoming a national exemplar of a comprehensive community college in the 21st century. *Bearings on the Future: The Tidewater Community College Strategic Plan* calls for the college "to expand students' personal horizons through encounters with a broad range of human knowledge and exposure to different cultures–in South Hampton Roads, in the nation, and in the international community." In conjunction with its strategic goal to foster the successful development of the whole student, the college specifically commits to investing "in programs that offer students the ability to expand their frame of reference, to travel, and ultimately to deepen their experience and understanding as members of a regional, national, and global community."

As part of its planning process, the college sets annual working priorities to advance the institution toward its strategic goals. One current priority identifies international education as an example of a college program that has gained national recognition and therefore one in which the college should continue to invest. One of the objectives that follows, to "develop strategies for further integrating international education into the curriculum and the overall TCC collegiate experience," is now the focus of effort. Although TCC's international education program has been successful thus far with a number of individual projects, a key challenge remains taking the program to a higher level through comprehensive internationalization.

Organization and Coordination of Internationalization

The hallmark of the TCC international program is its decentralized and faculty-driven nature. The international education program was conceived in the mid-1980s by several faculty members who have remained directly involved in the growth of the program. These committed faculty members founded TCC's first International Education Task Force, which reached full committee status in the late 1990s. Today, the International Education Committee is one of six standing governance committees at the college. This committee sets spending priorities for international education, develops the college's annual action plan for international education efforts, oversees the international professional development program for faculty, and awards scholarships for students to study abroad.

In 1999, in acknowledgment of the faculty's efforts, TCC's president upgraded the position of coordinator of international programs from half time to full time, and established the International Programs Office. This change has given internationalization higher visibility across the college, allowed TCC's international education program to mature, and provided the support to sustain comprehensive internationalization efforts. The International Programs Office is college-funded and provides the overall guidance to faculty-led projects and co-curricular activities for the TCC community. The office is staffed by a coordinator, paid from college funds, who reports to the associate dean of college transfer education, and a program assistant who reports to the coordinator and is paid from a combination of college and grant funds. The coordinator is responsible for the overall supervision of TCC's international education program, and the program assistant supports faculty, staff, and students involved in TCC's international activities.

Another unit of the International Programs Office is the International Student Services Office, which provides comprehensive support services to the college's F-1 visa students, and English language assessment and enrollment assistance for the college's ESL students. The office is staffed by an international student advisor, who reports to the coordinator of international programs, along with several student workers.

Vital to TCC's international education efforts is a college grants officer, paid from college funds, who is responsible for writing grants to expand TCC's international initiatives. Although the grants officer reports to the grants director, she works closely with the International Programs Office and the International Education Committee to identify potential grant-funded international projects at the college.

Financial Support and Resource Allocation

TCC supports its international initiatives with a variety of state, local, and grant sources. This diversity of funding allows TCC to offer students and faculty a flexible and multifaceted program of international education. State funds support several fixed components of the college's international education program, including the salaries for the international programs coordinator, the college grant writer for international initiatives, and part-time clerical support for the International Student Services Office. State funds also pay most of the salary of the assistant to the international programs coordinator, and further support the international professional development program, which funds faculty-designed projects to research, teach, and travel abroad. Additionally, a study-abroad scholarship program is also funded with state monies. This program allows TCC students to request travel scholarships to help defray the cost of traveling in conjunction with TCC's study-abroad programs.

In addition to state resources, funds from local sources support study-abroad scholarships for TCC's best French- and Spanish-language students. Without these local and state study-abroad scholarships, many of TCC's student travelers could not have participated in programs abroad.

Finally, grant funding makes the college's shorter-term international projects possible. These programs add variety to TCC's international initiatives, and offer faculty the opportunity to participate in specific projects that interest them. In the last four years alone, financial support from Title VIa, the Fund for the Improvement of Postsecondary Education (FIPSE), the National Security Education Program (NSEP), and Fulbright-Hays Group Projects Abroad has totaled more than $500,000. The college used a Title VIa grant to begin establishing itself as a model for community college international education efforts in the region. Funds for this grant were used to pay for a two-day conference, International Education on a Shoestring, to which international education representatives from community colleges across the mid-Atlantic were invited. On the basis of that successful conference, TCC applied for and received a FIPSE grant in 1998 to mentor five other community colleges as they built or improved their international education programs. The results of this project were so promising that, at the end of that year, FIPSE invited TCC to expand its program. The college then added a second tier of protégé colleges to the first.

TCC has also used grant funds to develop a Third World focus. A 1999 Fulbright-Hays Group Projects Abroad grant allowed faculty to engage in a month-long study of Nicaragua. This focus was expanded to Asia with the NSEP Vietnam grant, which provides an opportunity for students and faculty

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to study Vietnamese language, customs, and culture, and participate in a service learning project in Vietnam.

The allocation of resources toward TCC's international initiatives is determined in several ways. Each June the International Education Committee reviews the prior year's spending and sets yearly funding priorities at its annual retreat. These spending priorities fund the initiatives set forth in the International Education Action Plan. Further, the international grant writer and the coordinator of international programs make funding decisions based on the availability of grant funds or new grant possibilities.

International Dimensions of the Curriculum and Co-curriculum

As a community college, TCC does not offer majors in area studies or exclusively international topics as many four-year universities do–a significant challenge to international educators who search for ways to integrate international education into the curriculum and overall collegiate experience. To do this, the college strives to infuse international material into as many aspects of students' educational experience as possible. Transfer students are encouraged to study a foreign language, but foreign language courses through the intermediate level are required only of students enrolled in the liberal arts and fine arts programs. All graduates in the A.A. or A.S. transfer programs are required to have had at least one course with an international emphasis. Faculty members are encouraged to infuse their courses with international material and submit their tactics to the International Education Committee. The committee reviews submissions and updates the international course list accordingly. This list currently includes courses from a variety of disciplines, including foreign languages and selected history, geography, humanities, communications, literature, fine arts, philosophy, anthropology, geology, and culinary arts courses.

Over the years, TCC has offered a variety of foreign languages, including the traditional French, German, and Spanish, and the less-traditional Chinese, Japanese, and Tagalog. In the 2001–02 academic year, the largest foreign language enrollments were in Spanish, followed by French. Funds provided by NSEP also have enabled the college to offer Vietnamese, which currently has an enrollment of 25 students at TCC and consortium partner colleges who receive the class through compressed video technology.

Faculty in a variety of disciplines teach internationalized courses. Currently, faculty determine the international scope and depth of course content, but this practice is evolving. A program-by-program curriculum review will be necessary to determine how much international material students are being taught. Continuing efforts must be made to encourage faculty to internationalize their courses in a systematic manner to ensure that all students are exposed to international perspectives whenever possible.

The international co-curriculum is supported by a variety of offices and by faculty and staff who are dedicated to the goal of internationalizing the college. The International Programs Office collaborates with Student Activities, the Visual Art Center, the Women's Center, and the Office of International Student Services to present an assortment of international activities that both complement the curriculum and appeal to a broad range of students. The International Programs Office has established a Fall Film Maker Series that brings a nationally acclaimed director of foreign films to TCC to lead student workshops, public film screenings, and lectures. In recent years, Sundance Film Festival director

Tony Bui (*Three Seasons*, Vietnam) and award-winning director Jule Gilfillan, (*Restless*, China) have made the Fall Film Maker Series a popular event. In conjunction with the Student Activities Office, the International Programs Office also sponsors the college's annual International Film Festival. This festival features films from Asia as well as other countries that complement material taught in foreign-language courses. The International Programs Office also supports and promotes the international activities initiated by the International Education Committee.

Another strong supporter of international education at the college is the Women's Center, which promotes an international perspective in its sponsored activities. The Women's Center, with offices on all four campuses, frequently brings international speakers to the college who discuss the economic impact of women's work, as well as ideologies such as apartheid and machismo and how these affect women's lives. The speakers have discussed the importance of educating women and the consequences of providing or denying educational experiences to women in other countries. Last year, in a successful series of events, the Women's Center presented a program featuring women in world religions. Another event brought together several TCC faculty who had traveled extensively in the developing world to discuss women in Africa, Asia, and Latin America.

Further, the International Student Services Office provides support services for the college's international students. Every fall, the International Student Services Office, in conjunction with the Student Activities Office and the TCC President's Office, provides a comprehensive orientation program for international students. The college's international student advisor talks to students; an immigration attorney gives an overview of immigration law governing F-1 students; and college administrators briefly speak with students.

In conjunction with the Student Activities Office, the International Student Services Office sponsors the annual international dinner, arguably the college's best-attended on-campus event. Each year, about 350 students and their families attend this cultural event, which gives students the opportunity to showcase food, fashion, music, and dance representative of their global origins. The dinner allows international students to share their cultures with one another and with the larger student body. Community involvement in this event has increased in recent years, giving TCC an opportunity to work collaboratively with established local immigrant communities, such as the Filipino-American Youth Group that performed modern and traditional Filipino dances at the 2002 International Dinner.

Another international effort under development is service learning abroad. A horticulture service-learning abroad program in Costa Rica was highly successful. Plans are in place to conduct a major service-learning abroad experience in Vietnam during summer 2002 as part of the college's NSEP grant. During this experience, students will work with students at Hong Duc University, tutoring them in English. A subsequent NSEP grant for students to participate in a service-learning program in the Philippines is currently in the planning stages. The International Programs Office plans to work collaboratively with the college coordinator for service learning to identify other such international opportunities.

In addition, TCC currently offers one formal study-abroad program for Spanish-language students in Costa Rica, and offers a formal French-language program in France when enrollments permit. The

Another international effort under development is service learning abroad. A horticulture service-learning abroad program in Costa Rica was highly successful. Plans are in place to conduct a major service-learning abroad experience in Vietnam during summer 2002 as part of the college's NSEP grant.

college has recently been included in a FIPSE-funded regional consortium initiative designed to offer local higher education students a regional approach to study-abroad programs that will emanate from specific on-campus courses. The college's participation in this program should multiply the study-abroad opportunities available to TCC students.

Internationalization Highlights

Although the college is proud of each facet of its internationalization initiatives, specific aspects warrant special attention. One highlight is the faculty-driven nature of TCC's international education initiatives and the resulting college support for these efforts. Central to the college's vision regarding internationalization is the commitment of the faculty to build, sustain, and promote global awareness. This faculty-driven approach has kept the college's mission a learning-based priority. In contrast to many colleges' more centralized international education efforts, TCC's program was conceived by an enthusiastic core of faculty members who have succeeded in building and maintaining the program despite the changing administrations of four presidents and countless deans and administrators. The result of this effort is an international education program that is faculty-owned. The International Education Committee, comprised primarily of teaching faculty, is responsible for establishing annual international education priorities. Furthermore, the International Education Committee sets spending priorities for the college's international education budget. In addition to faculty who are members of the committee, all college faculty are encouraged to develop international initiatives, including study-abroad opportunities for students. International professional development grants are available to ensure that faculty have an opportunity to contribute to the college's international education efforts.

Outreach to other community colleges represents another highlight of TCC's internationalization success. Once the college had cultivated its own program, well beyond what was current in most community colleges, TCC took the lead in mentoring other community colleges in international education through a FIPSE grant. This consortium of community colleges from Colorado, North Carolina, and Virginia encouraged collaborative partnerships between new international education programs and older, more established programs. Once the younger programs established international education programs of their own, they mentored a new tier of colleges with fledgling international programs. From this consortium grew a smaller, focused consortium of East Coast colleges in Virginia and North Carolina that is carrying out the NSEP Vietnam project. In November 2000, TCC, with the support of the Stanley Foundation and the VCCS, organized the first-ever meeting of VCCS faculty and administrators involved in international education. After determining that the group was interested in forming a VCCS international consortium, organizers successfully lobbied for Peer Group status with the system.

Another highlight is TCC's involvement in the local international environment as a partner in global education. The college's international education program provides co-curricular international activities that reflect the international environment in which the college is located. Hampton Roads is home to NATO, a chapter of the World Affairs Council, the Norfolk International Terminals, Naval Station Norfolk, and other military facilities that attract thousands of international visitors each year. TCC's co-curricular support for international education allows the college to infuse inter-

national initiatives into the everyday lives of students and the community at large. College offices such as the Women's Center, Student Activities, the International Student Services Office, and the International Programs Office collaborate on co-curricular programs that enhance students' world view. Likewise, the academic departments work with the International Programs Office to provide activities, such as films and lectures, that enhance instructional content. Finally, student clubs, such as the International Club, provide students with opportunities for cross-cultural experiences.

Recent partnerships with various groups and institutions in the local community have helped TCC diversify the international activities and services it provides to students. A partnership with the Virginia Tidewater Consortium for Higher Education has allowed TCC's international programs coordinator to become involved in a regional international program coordinators group, which meets monthly to discuss regional international education issues. An outgrowth of this committee has been a Title VIa grant project designed to encourage a regional approach to offering study-abroad programs. A collaborative relationship with the Chrysler Museum of Art in Norfolk has produced ESL teaching modules, which focus on the museum, and training materials for Chrysler Museum docents to use with museum visitors whose primary language is not English. Another cooperative project exists between the Contemporary Art Center of Virginia and several local universities and results in a yearly student gallery reception designed to give local international students an opportunity to meet each other and learn about educational programs at various local higher education institutions.

Challenges to Internationalization

The anticipated change in faculty composition poses the first challenge to the college's international efforts. Fifteen years ago, TCC's international education initiatives were established by a core group of faculty. They built a solid foundation upon which TCC's faculty-driven program continues to rest today. Of that original core group, nearly all have retired or will face retirement in the near future. TCC's challenge is to attract and retain internationally competent faculty who are willing to assume leadership in this program.

A second challenge facing TCC is in the effort to involve nontraditional students in international education initiatives. A large percentage of TCC's students are 30 years old or older, have family responsibilities, and are likely to be the first among their family to attend college. One-third of these students are minorities. Furthermore, nearly all of TCC students work. Most students are not enrolled in curricula that require the study of foreign languages and did not study a language in high school. Yearlong study-abroad programs are out of the question, and month-long programs often pose insurmountable problems for students who must arrange for child care and time off, often without pay, from wage jobs. Although the college has developed short-term study-abroad experiences in seven countries, only limited numbers of students have participated. As a result, the college is exploring ways to expose greater number of students to global issues on campus.

A third challenge to the college's international efforts is budgetary. While the college has been most generous in its financial commitment to international programs, moving the program to the next level will require a diversified funding base. The challenge is to identify grant-funding sources that best meet the stated goals of the college's

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international efforts. The college needs to identify other nongrant sources in the region that share a commitment to international education and have the funds to supplement the college's efforts.

Finally, the college faces the challenge of finding ways to infuse international content into all programs. Last summer, the NSEP program held a successful curriculum development seminar during which faculty attended content-specific workshops and then rewrote their course curricula to infuse them with Vietnam-specific content. Three previous curriculum development workshops have brought focused international content about the Pacific Rim, Central Europe, and Latin America to thousands of students. The college has applied for further grant funding to promote this model of curriculum development and to give faculty the opportunity to focus on further world regions, as determined by a survey conducted each year.

Next Steps for Internationalization at Tidewater Community College

In the future, TCC will continue to build on its broad range of existing relationships to promote international education. Foremost among these, TCC's relationship with Kapi'olani Community College, the other community college in the Promising Practices project, will be strengthened in the coming year as TCC expands its focus on the Pacific Rim, an area of the world in which Kapi'olani has considerable experience. TCC also will continue its collaboration with the Stanley Foundation and will continue providing leadership to the Virginia Community College System International Education Peer Group.

The college also will take a number of internal steps to promote the awareness of international education. The orientation assembly for new TCC faculty now includes a session on the role of international education at the college and highlights opportunities for faculty to be involved in these efforts. Systematic review of courses and programs for significant international elements will be undertaken. The role of international education is expected to be intensively examined as the college embarks on a major reconsideration of its general education program and definition of the TCC collegiate experience.

Finally, TCC will continue to enhance its internationalization for students by coordinating efforts between organizations on campus and off and by finding strategies to provide more study-abroad activities for students. A more coordinated and intentional approach to providing internationally focused student activities will allow for the development of a richer international cocurriculum. Toward this end, the student activities offices can be better utilized to provide activities on all four campuses. Additional study-abroad opportunities will become available almost immediately through the college's participation in the FIPSE program, but TCC must also train replacements for skilled study-abroad trip leaders who will be retiring.

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- Robert White, Assistant Director
- Marvin Williamsen, Associate Vice Chancellor, International Programs

Arcadia University (www.arcadia.edu)
- Michael L. Berger, Vice President of Academic Affairs and Dean
- Louis Friedler, Professor of Mathematics
- David C. Larsen, Vice President
- Norah Peters-Davis, Acting Associate Dean

Binghamton University (www.binghamton.edu)
- Charles Burroughs, Associate Professor of Art History; Director, Center for Medieval and Renaissance Studies; Director, Global Studies Integrated Curriculum
- Katharine C. Krebs, Director, International Education
- H. Stephen Straight, Vice Provost for Undergraduate Education
- Paul Steidlmeier, Professor, School of Management; Undergraduate Program Director

Dickinson College (www.dickinson.edu)
- Wolfgang Muller, Professor and Chair of German
- Neil B. Weissman, Provost; Professor of History
- Brian Whalen, Director of Global Education
- Rae Yang, Associate Professor and Chair, East Asian Studies Department

Indiana University (www.indiana.edu)
- Roxana Ma Newman, Assistant Dean, International Programs
- Patrick O'Meara, Dean of International Programs
- Kenneth Steuer, Assistant Director, Center for the Study of Global Change

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- Robert Franco, Professor of Anthropology; Acting Director of Planning and Institutional Research Professor
- Linda Fujikawa, Professor of Language Arts
- Carl Hefner, Instructor of Anthropology
- Loretta Pang, Professor of History
- Leon Richards, Senior Academic Dean of Instruction and Acting Provost; Executive Director for International Education

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- James Gray, Dean, School of Business
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- Karl Schmidt, Associate Professor of History
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- Jeanne Natali, Coordinator, International Programs

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